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Abstract

Recent innovations in education have necessitated a new approach to education for school librarianship. The American Association of School Librarians (AASL) is endeavoring to contribute in this area through the School Library Manpower Project. The Project is designed in two phases: I-Task Analysis of School Library Positions, and II-Education and Recruitment for School Librarianship. This Task Analysis Survey is part of Phase I. The one-year survey was based on a purposive sample including the total universe of public and private schools in the nation considered by experts to meet specially developed evaluative criteria. The purpose of the study was the identification of the best in school library media centers, the types of personnel staffing those centers, and the tasks performed by persons in each type of position. The report includes profiles of staff characteristics, task and duty analysis, and a selected bibliography of 25 items. (Author/CC)

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Special Report

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School Library Personnel Task Analysis Survey

A report prepared in Phase I of the School Library Manpower Project by the Research Division of the National Education Association in a national study to identify the tasks performed by school library personnel in unified service programs at the building level

SCHOOL LIBRARY MANPOWER PROJECT
Funded by the Knapp Foundation of North Carolina, Inc.

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS
A Division of the
AMERICAN LIBRARY ASSOCIATION
and an associated organization of the
NATIONAL EDUCATION ASSOCIATION

LI 001807

SCHOOL LIBRARY MANPOWER PROJECT

ROBERT N. CASE, Director
ANNA MARY LOWREY, Associate Director
LU OUIDA VINSON, Executive Secretary, American Association of School Librarians, American Library Association Staff Liaison

Advisory Committee

LESLIE H. JANKE, Chairman, Head, Department of Librarianship, San Jose State College
ELEANOR E. AHLERS, Associate Professor, School of Librarianship, University of Washington, Seattle
RICHARD L. DARLING, Director, Department of Instructional Materials, Montgomery County Public Schools, Rockville, Maryland
SARA I. FENWICK, Associate Professor, Graduate Library School, University of Chicago
MIRIAM E. PETERSON, Director, Division of Libraries, Chicago Board of Education
JOHN H. REBENACK, Director, Akron Public Library, Akron, Ohio
ALICE C. RUSK, Director, Library Service, Public Schools, Baltimore, Maryland
RUSSELL SHANK, Director, Smithsonian Institute Library, Washington, D.C.
EDWARD WIGHT, Professor Emeritus, Graduate School of Librarianship, University of California, Berkeley
PHYLLIS HOCHSTETTLER, Associate Professor, School of Education, Portland State College, Portland, Oregon

NEA Research Division

GLEN ROBINSON, Director
JOE ANN STENSTROM, Staff Associate
RICHARD E. SCOTT, Chief Statistician
BEATRICE C. LEE, Publications Editor

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FOREWORD

There is growing concern about preparation for school librarianship. Traditionally, programs in graduate schools of library science have tended to offer a core of training suitable for service in libraries of all types. With emerging innovations in education, the school library is evolving from a print or book oriented center to a center concerned with varied types of communication media. Thus, the duties and tasks of school librarians now involve both print and nonprint materials and the necessary equipment for their use.

Recognizing the necessity for change in preparation for school librarianship, the American Association of School Librarians, a division of the American Library Association and an associated organization of the National Education Association, initiated the School Library Manpower Project in 1968. This five-year program, funded by the Knapp Foundation of North Carolina, Inc., is designed to treat three aspects of the problem of developing and utilizing school library manpower: Task and Job Analysis, Education for School Librarianship, and Recruitment.

The Research Division of the National Education Association was asked to conduct a Task Analysis Survey under contract as part of the initial phase of the Project. The purpose of the survey was to identify and describe the duties and tasks performed by personnel in outstanding school libraries with programs of unified service utilizing varied types of materials and equipment. Published here is a summary and analysis of the data gathered in the Task Analysis Survey.

School library supervisors in the 50 state departments of education and the District of Columbia were asked to identify centers that met the Criteria of Excellence approved by the Project Advisory Committee. Since all centers identified by the state supervisors which met the criteria were included, the survey is based upon a purposive rather than a random sample of centers and, therefore, is not subject to the sampling variation ordinarily associated with random sample errors.

The NEA Research Division wishes to acknowledge with appreciation the valuable guidance and assistance given by Robert N. Case, Director of the School Library Manpower Project, and the members of the Project Advisory Committee.

This report was prepared by Joe Ann Stenstrom, Staff Associate of the NEA Research Division with the assistance of Richard E. Scott, Chief Statistician, and Beatrice C. Lee, Publications Editor.

The Division expresses its gratitude to the state and local school library supervisors, private and parochial school library directors, school superintendents, and heads of school library media centers who contributed to the survey.

GLEN ROBINSON
Director, Research Division
National Education Association

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HIGHLIGHTS

Listed below are highlights of the Task Analysis Survey based on a purposive sample of schools having outstanding programs of unified library-audiovisual services.

- Over one-half of the heads of library media centers held master's degrees; over one-half of the assistant librarians held only bachelor's degrees; slightly under one-half of the audiovisual specialists held master's degrees; one-fourth of the technicians and nearly one-half of the clerks or aides held only a high-school diploma.

- The greatest number of heads of library media centers and assistant librarians reported library work experience of five to nine years; the greatest number of audiovisual specialists reported three to four years' experience in library work; most clerks or aides reported two years' experience; technicians indicated only one year's library work experience.

- The majority of schools in the survey (62.0 percent) indicated that in-service or on-the-job training programs were available for nonprofessional staff members at the system and/or the building level.

- More secondary than elementary schools employed assistant librarians, audiovisual specialists, and technicians. More elementary than secondary schools employed clerks or aides.

- The services of district personnel were utilized more frequently by elementary than secondary schools in the survey.

- Staff personnel in library media centers served in a more generalized capacity in elementary than in secondary schools; audiovisual specialists and technicians in secondary schools were highly specialized in their services.

- Marked differentiation of tasks was not evident until the library media center staff increased to three or more persons. Since the majority of the participating elementary schools had a library media center staff of only two persons, greater differentiation was found in secondary than in elementary schools.

- The major responsibility of heads of library media centers was reported as administration; of assistant librarians, general services; of audiovisual specialists and technicians, audiovisual services; and of clerks or aides, clerical services.

I. BACKGROUND AND INTRODUCTION

ONE OF THE MOST PRESSING PROBLEMS in the field of school librarianship today is the preparation of professional and nonprofessional library staff members. Traditionally, graduate programs in library science have offered a common core of training for librarians serving in all types of libraries, including school libraries. However, as innovations in education have emerged, the functions of school library personnel have been subject to continuing change. Today the school librarian's responsibilities comprise administration, staff supervision, educational planning, audiovisual services, and a variety of other services, including in-service training for several types of auxiliary personnel. Thus, a new approach to education for school librarianship is needed.

School Library Manpower Project

The American Association of School Librarians, a division of the American Library Association and an associate of the National Education Association, is endeavoring to help solve these problems through the School Library Manpower Project. This project, like the Knapp School Libraries Project of 1963-68, was funded by a grant from the Knapp Foundation of North Carolina, Inc.

The School Library Manpower Project was designed to attack three aspects of the problem of developing school manpower fully, and utilizing it properly. The three aspects are task and job analysis, education for school librarianship, and recruitment from specific manpower pools. The project was developed in two phases: Task Analysis of School Library Positions (Phase I), and Education and Recruitment for School Librarianship (Phase II).

Phase I began with a Task Analysis Survey to identify the multiplicity of tasks performed in school libraries today and the types of staff personnel performing each of these tasks. The results of the Task Analysis Survey will be used to develop job descriptions of various staff positions and the tasks performed will be analyzed to determine the preparation, knowledge, and skills necessary to perform them. These results will be studied for two implications: (a) implications for training programs for these staff positions, and (b) implications for the certification of school librarians.

Phase II will focus on the development of experimental programs in both undergraduate and graduate education for school librarianship. A second activity to be carried out in this phase is the development of a recruitment and scholarship program to attract candidates into these experimental programs.

Task Analysis Survey

The Advisory Committee of the School Library Manpower Project contracted with the Research Division of the National Education Association to conduct the initial Task Analysis Survey, part of Phase I of the Project. The Advisory Committee established guidelines regarding the scope of the one-year survey and the sample to be used.

The Advisory Committee believed strongly that the study should encompass the broadest possible definition of the current concept of the school library, and that it should reflect the transition taking place in the school library today--the changing of the traditionally print-oriented "library" to a "library media center" with an orientation to both print and nonprint materials and the equipment necessary to use each.

The Advisory Committee decided that the study should not be based upon a random sample of all school library media centers in the country, but, rather, on a purposive sample. This purposive sample was to include the total universe of schools, both public and private, in the nation considered by experts to meet specially developed evaluative criteria. The use of this special type of sample was fundamental to the purposes of the study: the identification of the best in school library media centers, the types of personnel staffing those centers, and the tasks performed by persons in each type of position. The best, thus, becomes a bench mark in the development of relevant training programs for library media center staff positions.

Because the study was not based on a random sample, it was not subject to random sample variation with which a sample survey must be interpreted in terms of the confidence intervals. In its design, the study represented a systematic attempt to survey the total population of schools, both public and private, in the United States which had library media centers meeting the stated criteria. Hence, the study is not a sample drawn from a larger universe. Rather, it is the universe of the best school library media centers.

The study was to be done in three stages: (a) the identification of local school systems having one or more schools with outstanding library media center programs; (b) the identification of specific schools, both public and private, having outstanding library media center programs; and (c) the surveying of library media center staffs to learn the types of personnel employed and their respective tasks and responsibilities.

Stage I

Stage I was the identification of superior building level library media centers as defined by the Project's Advisory Committee. School library supervisors in each of the 50 states received a letter requesting them to identify public school systems in their state containing one or more schools having libraries with superior unified library service programs. The names of the superintendent and library supervisor were also requested. Selection was based on the evaluative "Criteria of Excellence" outlined below. Responses were received from all 50 states, with a total of 296 public school systems identified.

Criteria of Excellence--The general criterion and the set of specific evaluative criteria used in the identification of schools with outstanding library programs were formulated by the NEA Research Division with the assistance and approval of the Project Director and the Project Advisory Committee. The criteria were developed from an extensive review of the literature on the school library and research studies published in the past 10 years, and from the opinions of experts in the field. The General and Specific Criteria of Excellence used in the study are as follows:

GENERAL CRITERION: To identify, at the building level, centers with unified service programs involving various types of print and non-print materials, electronic devices, etc., in support of the learning process whether called libraries, media centers, educational resource centers, or any other name.

SPECIFIC CRITERIA: The school library program at the building level, as an integral part of any school's instructional program contributing to the development and implementation of the total curriculum and achievement of the educational objectives of the school, shows evidence of the following:

1. At the district level, a school library supervisor who gives direction and leadership in the development of a total district-wide school library program.
2. At the building level, at least two trained librarians (and/or audiovisual personnel), with additional paid supporting staff.
3. A unified program which reflects a depth and variety in the selection of all types of media, with the necessary equipment available for use in the support of the instructional program.
4. Effective design in physical arrangement of facilities to accommodate use by teachers and students, individually and in small or large groups.
5. Efficient organization and easy accessibility to all services, materials, and equipment for teachers' and students' use before, during, and after the school day.
6. Provision for, and assistance to, teachers and students in the production of new materials for instructional uses.
7. Participation of library personnel with teachers in the planning and implementation of the curriculum as a means of integrating library services with the instructional program of the school.
8. Planned and coordinated inservice programs for teachers to provide training in the production and use of instructional media.
9. Purposeful instruction for students, as individuals or in small or large groups, in library and research skills evolving from the needs of the instructional program.
10. Consultative and special services to teachers to provide support in the performance of their educational roles.
11. Availability of a wide variety of learning opportunities for the individual which offer the challenge and motivation necessary to aid a student in his intellectual, social, and emotional development.
12. Continuous evaluation of the library program in support of the educational philosophy and purposes of the school and the needs and interests of the teachers and students served.

Stage II

Local school superintendents and library supervisors in the 296 public school systems identified in Stage I received a letter informing them that the state school library supervisor had nominated their school systems for inclusion in the survey. These superintendents and supervisors were asked to participate in the study by identifying centers with unified service programs in representative elementary and secondary buildings in their systems. Selection of schools was based on the "Criteria of Excellence." The names of the principal and the head librarian or library media center director were requested, as well as the name, address, enrollment, level, and paid library staff size of each school nominated. Thus, from the 296 systems invited to participate, a total of 879 public schools was obtained. The response data for public school systems are shown below:

Number of states invited to participate	50
Number of states responding	50
Percent of states responding	100%

Number of systems invited to participate	296
Number of systems responding	283
Number of systems declining to participate	17
Number of systems participating	266
Percent of systems responding	95.6%
Percent of responding systems agreeing to participate	94.0%

At the same time, school library directors, representing the Association of Independent Schools and the Catholic Library Association, were also requested to identify the individual independent and parochial schools best meeting the *Criteria of Excellence* for participation in the survey. Information similar to that requested of public-school library supervisors regarding suggested schools was requested of independent and parochial schools. The names of 74 of these schools were submitted. The table below shows response data for both public and private schools. A total of 953 schools was suggested for participation in the study.

	Schools		
	Public	Private	Total
Elementary	402	9	411
Secondary	477	65	542
	879	74	953

Number of schools invited to participate	953
Number of schools responding	900
Number of schools declining to participate	14
Number of schools participating	886
Number of usable responses	694
Percent of schools responding	94.4%
Percent of responding schools agreeing to participate	98.4%

Stage III

Stage III was the identification of duties performed by professional and nonprofessional personnel in the centers identified in Stage II. To begin Stage III, heads of library media centers received the *Task Analysis Survey Instrument* and a letter stating that their schools had been suggested for participation in the School Library Manpower Project's Task Analysis Survey by their system superintendents and library supervisors.

Of the 953 schools, 900 responded, a response rate of 94.4 percent. Of the heads of library media centers in the 900 schools responding, 14 declined to participate, stating that their library media center did not sufficiently meet the *Criteria of Excellence*. Of the positive responses, 694 were usable. Some schools served by only one librarian with no clerical help were suggested for participation in the survey. Because these schools did not meet the criteria, they were eliminated from the analysis of data collected in the survey. However, because of the small library media center staffs usually found on the elementary level, the qualifications were relaxed to include those elementary schools having staffs of at least two persons. This report, therefore, is based on an adjusted sample of 694 schools.

Development of Task Analysis Survey Instrument

The *Task Analysis Survey Instrument* was developed by a two-step process: (a) a survey of the literature to determine guidelines for the selection of both school systems and individual schools and to identify tasks performed in school library media centers, and (b) the development of the survey instrument, including a pre-test and subsequent modifications of the instrument.

Survey of the Literature

An extensive search of the literature was made to identify research studies related to selecting criteria for library media centers, task definitions, and job descriptions. Though several studies were found at state, regional, or local levels, no studies of national scope were discovered. Two studies were particularly relevant. Gaver's *Effectiveness of Centralized Library Service in Elementary Schools* 1/ was an

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1/Gaver, Mary V. *Effectiveness of Centralized Library Service in Elementary Schools (Phase I)*. U.S. Office of Education Cooperative Research Project No. 489, SAE-8132. New Brunswick, N.J.: Rutgers, The State University, Graduate School of Library Service, 1960. 110 p.

excellent source of information for developing criteria for the selection of centers offering outstanding library programs and of duties performed in those centers. A later study 2/ made by Gaver and Jones at the secondary level was of similar value in the identification of tasks performed.

A report of the original Knapp School Library Project, Impact: The School Library and the Instructional Program, 3/ involving demonstration libraries throughout the United States, included lists of services used in evaluating the effectiveness of the library program as seen before and after participation in the project. This was a major source in developing a preliminary list of tasks which was refined to 300 specific tasks performed by library media center staffs and included in the Task Analysis Survey Instrument.

An interesting and helpful study 4/ at the local level was developed by the staff of the Division of Research and Development in the Atlanta Public Schools. This study, Determining Effective Task Assignments in Libraries: Atlanta Check List, involved the use of a checklist to determine the effectiveness of task assignments in the Atlanta Public School libraries.

Sources of information other than research studies were books and periodical articles. The American Association of School Librarians, ALA, and the Department of Audiovisual Instruction, NEA, Standards for School Media Programs, 5/were used extensively in developing both the Criteria of Excellence and Task Analysis Survey Instrument. Administering Educational Media 6/by Brown and Norberg was of particular value in identifying tasks related to audiovisual and nonprint materials and equipment. Other relevant sources are listed in the selected bibliography. From these sources the Task Analysis Survey Instrument was developed.

The Task Analysis Survey Instrument

The Task Analysis Survey Instrument, completed by the heads of library media centers in conjunction with members of their staffs, consisted of three basic parts: Definitions of Terms, Status Profile, and Checklist of Tasks. The Definitions of Terms included directions for completing the instrument and an identifying statement of each of the nine categories of personnel: heads of library media centers, assistant librarians, audiovisual specialists, technicians, paid adult clerks or aides, district or contract personnel, and other which represented personnel not previously listed.

Checklist of Tasks--The staff of the NEA Research Division, together with the Project Director, developed the 15-page, 300-item Checklist of Tasks based on a search of the literature and the opinions of experts in school librarianship, including members of the Project Advisory Committee. The 300 task statements were developed from an initial listing of over 1,700.

The Checklist of Tasks was designed to yield information regarding primarily the differentiation of tasks performed in the unified library media center. It identified the staff members who performed each of the 300 tasks. It also identified those tasks performed outside the school building, inside the school building by school personnel other than library media staff members, and those tasks not performed at all.

Status Profile Instrument--The Status Profile Instrument was also developed to gather pertinent information about the status of the school library media center and its staff. Respondents were requested to give such information as size of paid staff; the highest level of education, years of library work experience, and area of major responsibility for each staff member; staff positions added since 1965; and their opinions regarding the content of future training programs for personnel employed in school library media centers. Only responses to those items relevant to the Task Analysis Survey were included in this report.

Pre-test--In December 1968, the survey instruments were empirically tested on a small group of library media centers in schools in the Washington, D.C., metropolitan area for comprehensibility, overlap, and clarity. Schools from each of three levels (elementary, junior high, senior high) were used as the pretest sample. Modifications were made in the structure and content of both the Checklist of Duties and Status Profile after examination of pre-test responses and comments from the pro-

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2/Gaver, Mary V., and Jones, Milbrey L. "Secondary Library Services: A Search for Essentials." Teachers College Record 68: 200-10; December 1966.

3/Sullivan, Peggy. Impact: The School Library and the Instructional Program. Chicago: American Library Association, 1967. 93 p.

4/Ireland, Vera. Determining Effective Task Assignments in Libraries: Atlanta Check List. Atlanta, Ga.: Atlanta Public Schools, Division of Research and Development, n.d. 12 p. (Unpublished)

5/American Association of School Librarians, American Library Association, and Department of Audiovisual Instruction, National Education Association. Standards for School Media Programs. Chicago, Ill. and Washington, D.C.: the Associations, 1969. 66 p.

6/Brown, James W., and Norberg, Kenneth D. Administering Educational Media. New York: McGraw-Hill Book Co., 1965. 357 p.

ject's Advisory Committee. The modified instruments were mailed in February 1969 to the 953 participating schools.

Analysis of Data

Data received from the returned Task Analysis Survey Instruments were processed by the Statistics Section of the NEA Research Division. Data were recorded on IBM punch cards and then processed on the Division's IBM 1130 computer system.

For purposes of analysis, the 300 tasks were grouped by computer into 12 major categories of duties performed by school library media center personnel. The checklist is not reproduced here in the original order because of length, though all items are listed in the pertinent tables.

Analysis of each category was made on the basis of the seven paid and two nonpaid staff positions and district or contract personnel included in the Checklist of Tasks. To determine differentiation of task roles, the data were also analyzed by size of the paid staff of the library media centers: small (2-3 persons), medium (4-5 persons), and large (6 or more persons). Further analysis determined the differentiation of tasks among types of personnel in elementary- and secondary-school library media centers. However, no differentiation was made between public and private schools in analyzing and reporting the survey findings. Headmasters in private schools were grouped with public-school principals; the administration in private schools and the diocesan administrators were grouped with the system or district level administrators in the public schools.

Section II of this report presents the analysis of staff characteristics, and Section III outlines the analysis of task performance.

Uses of the Report

The primary purpose of this report is its use as the basis for the development of Phase II of the School Library Manpower Project, the development of experimental programs in both undergraduate and graduate education for school librarianship; however, many other uses can be made. The following are examples:

An important use of the report can be found in the evaluation and development of training programs for personnel in both professional and nonprofessional school library media centers. It should be helpful to directors and developers of such programs as on-the-job training, in-service training, and technical training. Directors of schools of library science offering programs in preparation for service in school library media centers should also find the report of use in evaluating and developing these programs. Library educators will find the report useful as a guideline in training potential personnel for school library media centers.

Library supervisors in state departments of education will find the report useful in evaluating library media center programs in local school systems. They should also find it useful in the development of certification programs for personnel in school library media centers.

Supervisors and library media center heads should find the report helpful in formulating job descriptions for the five paid and two nonpaid staff positions included in the survey. Staff members themselves can use the data from the report to determine what is expected of persons in their particular staff positions.

The report has value for heads of library media centers, supervisors, and school administrators, whether on the building or system level. Because it was based on outstanding library media center programs as judged by state and local school library supervisors, heads of library media centers should find it helpful in evaluating their individual programs. Similarly, library supervisors and school administrators can use the report to evaluate system-wide or building-level programs. The survey report together with the local evaluation reports can then form the basis for discussion and future planning.

Heads of library media centers and library supervisors should also find the report an aid to requesting additional staff and/or funds for library media center programs. The analysis of duties and tasks should help to convince school administrators and school boards of the need for expanding such programs. The report, thus, becomes a summarization of the work of the staffs of library media centers.

II. PROFILE OF STAFF CHARACTERISTICS

One of the most important parts of task analysis is a study of the group characteristics and background of the personnel performing different kinds of tasks. Therefore, an important part of the Task Analysis Survey was the determination of such personnel characteristics as preparation for the job and size and distribution of library media center staff performing various types of duties.

Preparation of Staff

Preparation for the performance of the job is of primary importance in task analysis. Inquiry, therefore, was made into the job preparation of each paid library media center staff person in schools participating in the survey. Three important areas were considered--educational preparation, amount of library work experience, and availability of in-service training programs for nonprofessional staff members.

Education of Paid Staff

Because a primary objective of the survey was to gather data for use in redesigning professional and technical training programs for school library media center personnel, the educational preparation of the paid library media center staff in the survey schools was considered an important factor. The data were analyzed for elementary and secondary school levels of service combined because in the initial editing phase responses were similar for the two levels.

As shown in Table 1, over one-half of the heads of library media centers participating in the survey held master's degrees, while most of the remaining half held bachelor's degrees. No doctor's degrees were reported by this group.

Of the 481 assistant librarians reported in the survey, 53.0 percent held bachelor's degrees and 41.6 percent held master's degrees. Again, no doctor's degrees were reported.

Respondents were not asked to specify their degree fields on the Status Profile Instrument; therefore, no data of this nature were tabulated. However, several heads of library media centers and assistant librarians did indicate such information. Those who did were about evenly divided between the fields of library science and education with additional credits in library science.

TABLE 1.--NUMBER AND PERCENT OF LIBRARY MEDIA CENTER STAFF, BY EDUCATIONAL LEVEL

STAFF POSITION	TOTAL	HIGHEST LEVEL OF EDUCATION							
		PH.D	MA +	MA	BA +	BA	2 YR. COLL.	HIGH SCHOOL	NOT IND.
HEAD OF LIBRARY MEDIA CENTER . .	694	...	37	357	110	157	4	4	25
	100.0	...	5.3	51.4	15.9	22.6	.6	.6	3.6
ASSISTANT LIBRARIAN	481	...	14	186	59	196	12	8	6
	100.0	...	2.9	38.7	12.3	40.7	2.5	1.7	1.2
AUDIOVISUAL SPECIALIST . . .	209	...	14	76	10	50	7	5	47
	100.0	...	6.7	36.4	4.8	23.9	3.3	2.4	22.5
TECHNICIAN	97	...	...	5	2	22	16	24	28
	100.1	...	...	5.2	2.1	22.7	16.5	24.7	28.9
CLERK OR AIDE . . .	1,001	1	1	6	5	103	168	468	249
	100.1	.1	.1	.6	.5	10.3	16.8	46.8	24.9

Audiovisual specialists reported a higher percentage of master's degrees than of bachelor's degrees: 43.3 percent of the 209 audiovisual specialists reportedly held master's degrees, 28.7 percent held bachelor's degrees, and no one held a doctor's degree. About 23 percent did not indicate their level of education.

Nearly one-third (30.0 percent) of the technicians held a college degree; one-quarter had only a high-school diploma; one-sixth had two years of college; over one-fourth did not indicate their level of education. Several technicians held art certificates.

Unlike the preceding group, about 12 percent of the clerks or aides reported holding a college degree; 16.8 percent reported having two years of college. Others in this category indicated short-term college attendance, but held no degree or certificate of graduation, and 46.8 percent held only a high-school diploma; one-fourth of this group did not indicate their level of education.

Library Work Experience of Paid Staff

Practical library experience also contributes to competence in the performance of library media center tasks. As with levels of education, the data for elementary and secondary schools were combined.

Table 2 shows the greatest percentages of both heads of library media centers and assistant librarians as having from five to nine years of library work experience--about one-fourth of each group. Also, they had more experience than did personnel in any of the other three groups.

The largest group of clerks or aides (20.2 percent) reported having three to four years' experience, the largest group of audiovisual specialists (17.7 percent) indicated two years' experience, and the largest group of technicians (24.7 percent) indicated only one year of library work experience. However, the high percentages of both audiovisual specialists and technicians not indicating years of library work experience prevent any substantive comparison of these data.

Table 2 also indicates the increased use of library media center clerks or aides in participating schools over the past 10 years. Substantiating this increased utilization is the significant difference of approximately 10 percentage points between the five-to-nine-year and the 10-to-14 year categories.

In-service Training Programs for Nonprofessional Staff

In-service training programs for nonprofessional personnel in school library media centers were significant in considering staff preparation. Table 3 shows the percentages of schools in which nonprofessional staff personnel in library media centers had access to either system-level or building-level training programs.

Of the total number of survey schools with a library media center staff of two to three

TABLE 2.--NUMBER AND PERCENT OF LIBRARY MEDIA CENTER STAFF, BY YEARS OF EXPERIENCE

		NUMBER OF YEARS							
STAFF POSITION	TOTAL	1 YEAR	2 YEARS	3-4 YEARS	5-9 YEARS	10-14 YEARS	15-19 YEARS	20 YEARS OR MORE	NOT IND.
HEAD OF LIBRARY MEDIA CENTER . .	694	23	48	94	166	119	91	123	30
	99.8	3.3	6.9	13.5	23.9	17.1	13.1	17.7	4.3
ASSISTANT LIBRARIAN	481	70	68	97	112	57	20	29	28
	100.1	14.6	14.1	20.2	23.3	11.9	4.2	6.0	5.8
AUDIOVISUAL SPECIALIST . . .	209	34	37	32	29	12	2	8	55
	100.0	16.3	17.7	15.3	13.9	5.7	1.0	3.8	26.3
TECHNICIAN	97	24	16	11	11	4	1	...	30
	99.8	24.7	16.5	11.3	11.3	4.1	1.0	...	30.9
CLERK OR AIDE . . .	1,001	250	155	202	159	51	7	13	164
	100.1	25.0	15.5	20.2	15.9	5.1	.7	1.3	16.4

persons, 58.4 percent indicated that system level in-service training programs for nonprofessional staff were not available. However, the percentage of schools whose nonprofessional staff had access to these system-level programs decreased as staff size increased. This was found to be true for the staffs of both elementary and secondary schools in the survey.

The reverse was found in the availability of building-level in-service training programs for nonprofessional staff in school library media centers. As staff size in the total schools increased, the percentage of schools with access to building-level programs also increased. For example, of the total number of participating schools with a library media center staff of two to three persons, 35.9 percent indicated the availability of building-level training programs for nonprofessional staff; 39.3 percent of the schools with staffs of six or more persons indicated access to this type of training program.

Table 3 also indicates that nonprofessional library media center personnel in a greater percentage of the participating schools had access to in-service training programs at the building level than at the system level. Of the 694 schools surveyed, 36.6 percent indicated the availability of building-level training programs, and 26.7 percent indicated the availability of system-level training programs. However, 38.0 percent of the respondents indicated that in-service programs were not available on either level, implying that the majority of the schools surveyed were conducting training programs for nonprofessionals on the building and/or system level.

Paid Staff Size

An important consideration in the task analysis was the number of persons serving on the library media center staff. Since the total work load must be shared by those available to serve, the size of the work load assigned to various staff members depends directly upon the number and types of personnel on the staff. In the Task Analysis Survey, a distinction was made between two types of personnel serving in participating school library media centers--paid and

TABLE 3.--NUMBER AND PERCENT OF LIBRARY MEDIA CENTERS, BY AVAILABILITY OF IN-SERVICE TRAINING PROGRAMS FOR NONPROFESSIONAL STAFF

PAID STAFF SIZE	TOTAL SCHOOLS	SYSTEM LEVEL YES	SYSTEM LEVEL NO	SYSTEM LEVEL N.I.	BUILDING LEVEL YES	BUILDING LEVEL NO	BUILDING LEVEL N.I.	NOT AVAILABLE AT EITHER LEVEL
ELEMENTARY SCHOOLS								
TOTAL	239	63	143	33	89	113	37	98
		26.4	59.8	13.8	37.2	47.3	15.5	41.0
2-3	216	53	134	29	76	103	37	90
		24.5	62.0	13.4	35.2	47.7	17.1	41.7
4-5	16	8	7	1	8	8	...	7
		50.0	43.8	6.3	50.0	50.0	...	43.8
6 OR MORE . . .	7	2	2	3	5	2	...	1
		28.6	28.6	42.9	71.4	28.6	...	14.3
SECONDARY SCHOOLS								
TOTAL	455	122	245	88	165	224	66	166
		26.8	53.8	19.3	36.3	49.2	14.5	36.5
2-3	238	60	131	47	87	113	38	86
		25.2	55.0	19.7	36.6	47.5	16.0	36.1
4-5	135	38	71	26	48	68	19	48
		28.1	52.6	19.3	35.6	50.4	14.1	35.6
6 OR MORE . . .	82	24	43	15	30	43	9	32
		29.3	52.4	18.3	36.6	52.4	11.0	39.0
TOTAL SCHOOLS								
TOTAL	694	185	388	121	254	337	103	264
		26.7	55.9	17.4	36.6	48.6	14.8	38.0
2-3	454	113	265	76	163	216	75	176
		24.9	58.4	16.7	35.9	47.6	16.5	38.8
4-5	151	46	78	27	56	76	19	55
		30.5	51.7	17.9	37.1	50.3	12.6	36.4
6 OR MORE . . .	89	26	45	18	35	45	9	33
		29.2	50.6	20.2	39.3	50.6	10.1	37.1

TABLE 4.--NUMBER AND PERCENT OF LIBRARY MEDIA CENTERS, BY SCHOOL ENROLLMENT AND BY SIZE OF PAID STAFF

	STAFF SIZE											
	TOTAL SCHOOLS				ELEMENTARY SCHOOLS				SECONDARY SCHOOLS			
ENROLLMENT	TOTAL	2-3	4-5	6 OR MORE	TOTAL	2-3	4-5	6 OR MORE	TOTAL	2-3	4-5	6 OR MORE
1-300	19	15	3	1	12	10	1	1	7	5	2	...
	100.0	78.9	15.8	5.3	99.9	83.3	8.3	8.3	100.0	71.4	28.6	...
301-600 . . .	140	123	13	4	106	101	4	1	34	22	9	3
	100.1	87.9	9.3	2.9	100.0	95.3	3.8	.9	100.0	64.7	26.5	8.8
601-1,000 . .	192	151	26	15	98	85	8	5	94	66	18	10
	99.9	78.6	13.5	7.8	100.0	86.7	8.2	5.1	99.9	70.2	19.1	10.6
1,001-1,500 .	145	88	38	19	20	17	3	...	125	71	35	19
	100.0	60.7	26.2	13.1	100.0	85.0	15.0	...	100.0	56.8	28.0	15.2
1,500 OR MORE	177	67	65	45	1	1	...	...	176	66	65	45
	100.0	37.9	36.7	25.4	100.0	100.0	...	...	100.0	37.5	36.9	25.6

TABLE 5.--NUMBER AND PERCENT OF LIBRARY MEDIA CENTERS ADDING PROFESSIONAL AND NONPROFESSIONAL POSITIONS SINCE 1965, BY STAFF SIZE AND FULL-TIME/PART-TIME EMPLOYMENT*

		PROFESSIONALLY CERTIFIED			PAID NONPROFESSIONAL		
PAID STAFF SIZE	TOTAL SCHOOLS	TOTAL	FULL-TIME	PART-TIME	TOTAL	FULL-TIME	PART-TIME
TOTAL	694	408	362	83	494	315	239
		58.8	52.2	12.0	71.2	45.4	34.4
2-3	454	241	216	38	304	173	145
		53.1	47.6	8.4	67.0	38.1	31.9
4-5	151	100	83	31	115	82	54
		66.2	55.0	20.5	76.2	54.3	35.8
6 OR MORE	89	67	63	14	75	60	40
		75.3	70.8	15.7	84.3	67.4	44.9

* PERCENTS DO NOT ADD TO 100.0 BECAUSE OF OVERLAPPING CATEGORIES

nonpaid staff. This section gives information on the size of the paid staff.

Influence of School Enrollment and School Level

Student enrollment and level of school were two of the factors considered to influence staff size. As shown in Table 4, the greatest number of elementary schools in the survey had a student enrollment of 301 to 600, while the greatest number of secondary schools reported an enrollment of 1,500 or more. Of the 106 elementary schools reporting an enrollment of 301 to 600 students, 101 schools were served by a paid library media center staff of two or three persons. Of the 176 secondary schools reporting an enrollment of 1,500 or more, 66 schools were served by paid library media center staffs of two to three persons, 65 schools were served by a staff of four to five persons, and 45 schools were served by a staff of six or more persons. Thus, in general, as student enrollment increased, so did the percentage of library media centers with paid staffs of 4-5 and 6 or more.

Influence of Elementary and Secondary Education Act

A further influence upon staff size was the passing of the Elementary and Secondary Education Act in 1965. Title II of this act provided appropriations for library materials and programs. As more money became available, the resulting new educational materials and service programs emphasized the need for larger school library media center staffs. Important to the Task Analysis Survey, therefore, was the relative addition since 1965 of full- and part-time staff members. These data are shown in Table 5, where professional and nonprofessional staff are tabulated according to staff size and level of school.

Regardless of staff size or level, more library media centers added nonprofessional than professional staff positions since 1965. Of the 694 schools participating in the survey, 71.2 percent added nonprofessional staff positions and 58.8 percent added professional staff positions. These data, together with data from Table 3, support the need to develop training programs for nonprofessional personnel who will serve in school library media centers.

Nonpaid Staff

Traditionally, the school library staff has been augmented by adult volunteers and student assistants. Table 6 shows the extent of employment of such nonpaid staff members in relation to the number of paid staff. Of the 694 schools represented in the survey sample, 225, or 32.4 percent, used adult volunteers, and 634, or 91.4 percent, used student assistants. The largest percentages of both elementary and secondary schools utilizing the services of adult volunteers and student assistants were those having paid staffs of two or three persons. As the size of the paid staff increased, the percentage of library media centers using nonpaid staff decreased.

Table 6 also shows that more of the total number of schools surveyed used student assistants than adult volunteers. This was particularly true in the secondary schools where 434 of the 455 participating secondary schools utilized the services of student assistants and only 101 of this total utilized adult volunteers. The use of adult volunteers by elementary library media center staffs was in marked contrast to the use of such personnel by secondary library media center staffs. Approximately one-half (124) of the elementary schools depended upon adult volunteers while less than one-quarter (101) of the secondary schools in the survey utilized this service.

Distribution of Staff

While recognizing the breadth of staff positions which may be found in the school library media center, the number of staff positions used in the survey instrument was limited to eight to facilitate efficient use of data processing equipment. Of these eight positions, five referred to paid, and two to nonpaid, staff personnel. The eighth position comprised school staff other than library media center personnel. A ninth designation was made for district or contracted services. The position titles as used in the survey were defined as follows:

HEAD OF LIBRARY MEDIA CENTER: the professionally certified librarian or audiovisual specialist primarily responsible for the administration of the library media center at the building level.

ASSISTANT LIBRARIANS: professionally certified librarians, other than the head of the library media center, including such persons as catalogers, subject specialists or librarians, and assistant librarians.

AUDIOVISUAL SPECIALISTS: professionally certified audiovisual specialists, other than the head of the library media center, including such persons as graphic arts specialists, television and radio specialists, and communications specialists.

TECHNICIANS: technical personnel with competencies in such fields as information and materials processing, graphic production and display, photographic production, electronics, and equipment maintenance and operation.

PAID ADULT CLERKS OR AIDES: paid, not professionally certified, persons who perform secretarial or clerical tasks in the library media center.

DISTRICT OR CONTRACTED SERVICES: all services performed outside the building by district-level personnel in administrative offices, central processing centers, or maintenance departments, or contracted to public or private agencies.

TABLE 6.--NUMBER AND PERCENT OF LIBRARY MEDIA CENTERS EMPLOYING ADULT VOLUNTEERS AND STUDENT ASSISTANTS, BY SIZE OF PAID STAFF

PAID STAFF SIZE	ADULT VOLUNTEERS			STUDENT ASSISTANTS		
	TOTAL	ELEMENTARY SCHOOLS	SECONDARY SCHOOLS	TOTAL	ELEMENTARY SCHOOLS	SECONDARY SCHOOLS
2-3	160	113	47	410	180	230
	71.1	91.1	46.5	64.7	90.0	53.0
4-5	38	9	29	141	14	127
	16.9	7.3	28.7	22.2	7.0	29.3
6 OR MORE . . .	27	2	25	83	6	77
	12.0	1.6	24.8	13.1	3.0	17.7
TOTAL . . .	225	124	101	634	200	434
	100.0	100.0	100.0	100.0	100.0	100.0

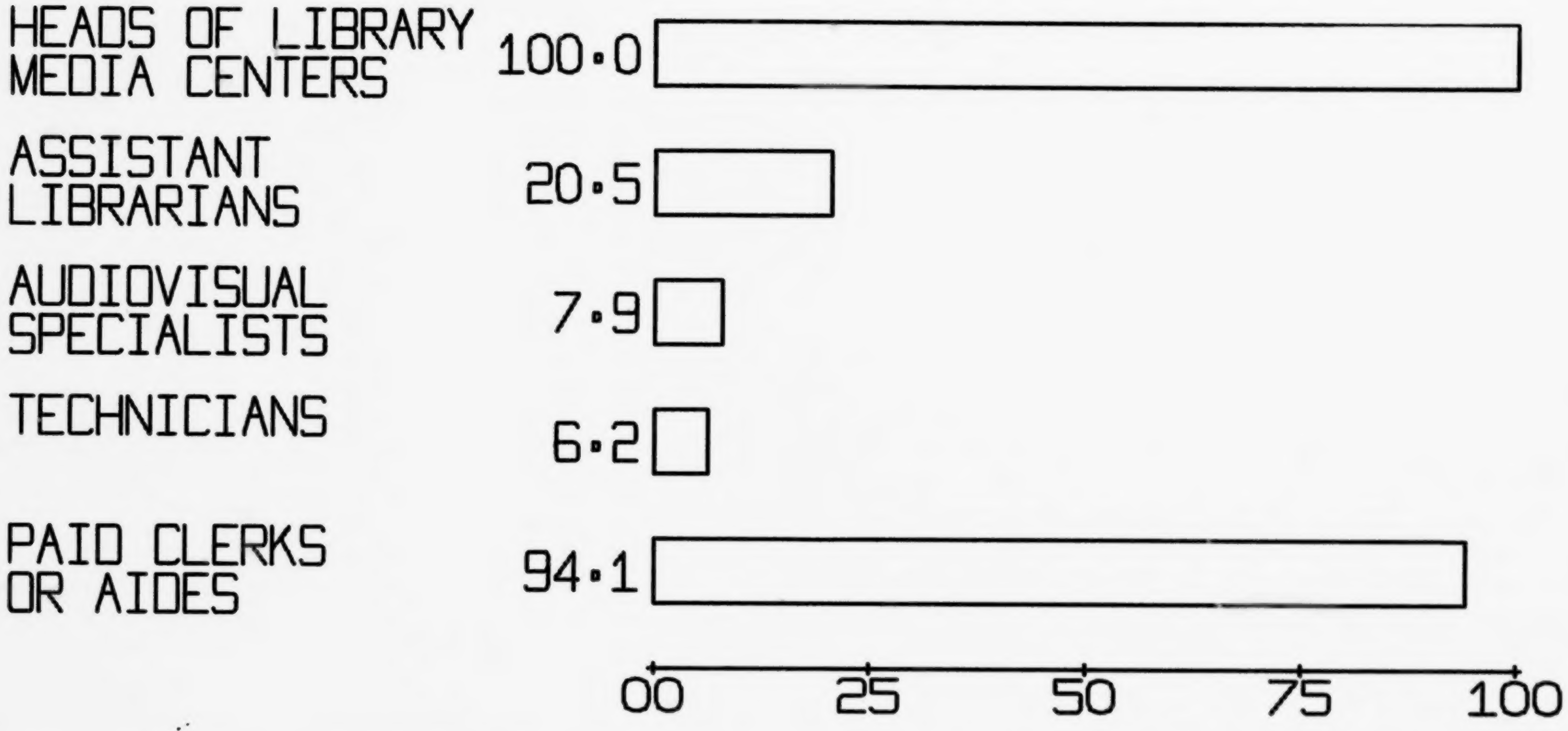

FIGURE A PERCENTS OF 239 ELEMENTARY SCHOOL LIBRARY MEDIA CENTERS IN STUDY EMPLOYING PERSONNEL IN EACH OF FIVE STAFF POSITIONS

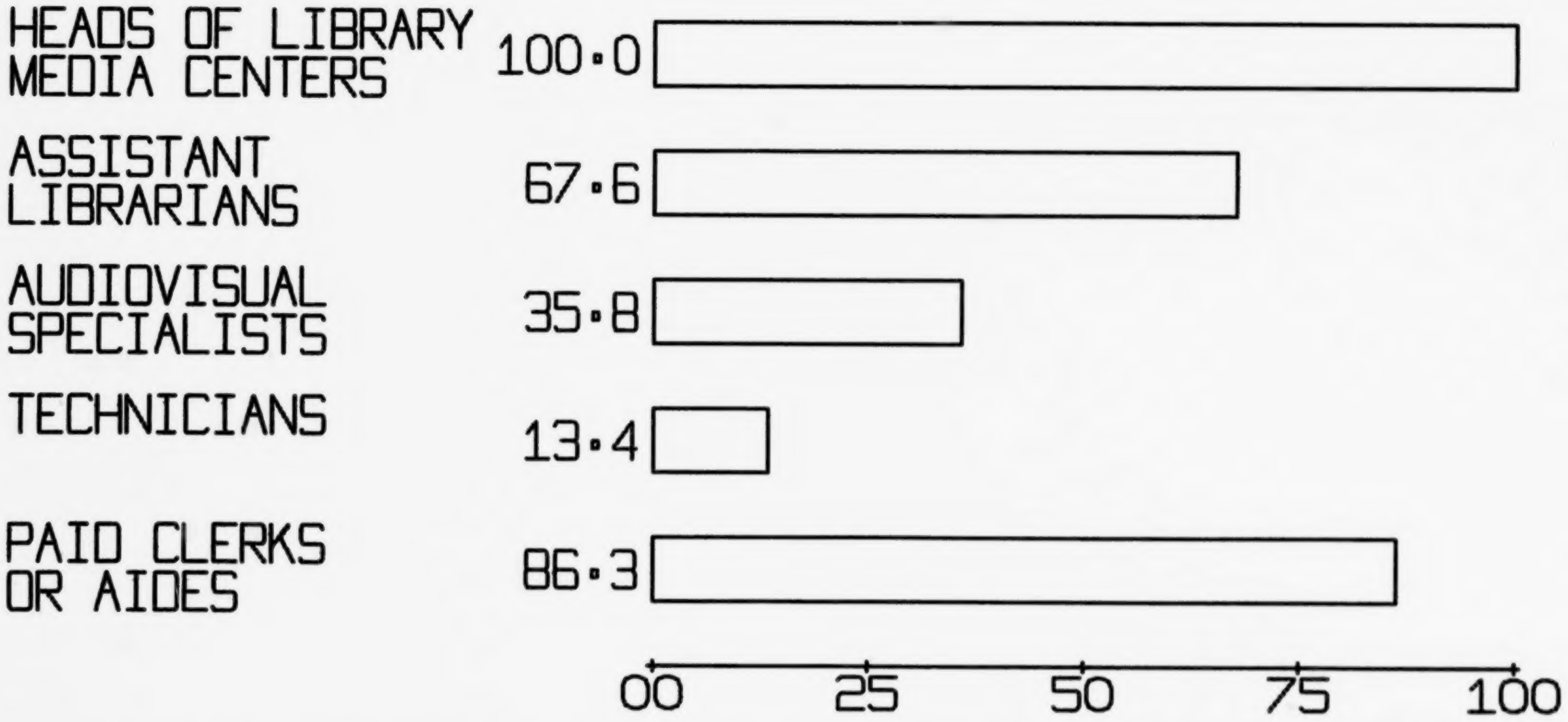

FIGURE B PERCENTS OF 455 SECONDARY SCHOOL LIBRARY MEDIA CENTERS IN STUDY EMPLOYING PERSONNEL IN EACH OF FIVE STAFF POSITIONS

ADULT VOLUNTEERS: unpaid persons who assist in the operation of the library media center.

STUDENT AIDES: students who assist in the operation of the library media center.

OTHER: persons other than those listed above who have a part in the library media center program, such as principals and teachers.

Figure A shows the percentages of library media centers in elementary schools in the survey having each type of paid staff member; Figure B shows this for secondary schools. Comparison of the data in the two graphs shows that more secondary-school than elementary-school library media centers made use of auxiliary personnel. An exception is the use of clerks or aides, used by 94.1 percent of the elementary schools, but by 86.3 percent of the secondary schools.

III. TASK AND DUTY ANALYSIS

THE PRIMARY PURPOSE of the Task Analysis Survey was to identify specific tasks and types of duties performed by staff members of library media centers in the schools participating in the survey. The following pages contain an analysis of this task performance in terms of important factors such as main job responsibility; comparative analysis of specific tasks as performed by paid staff personnel in library media centers in elementary and secondary schools; summarization, by level of school and size of staff, of 12 major categories of duties as performed by paid and nonpaid personnel of library media centers, district or contract personnel, or school personnel other than the library media center staff; and a summarization of tasks not performed.

Areas of Major Responsibility

How people view their jobs is important to the job roles they actually perform, and therefore, an important facet of task analysis. In keeping with this idea, respondents were asked to indicate, according to their own interpretation, the specific areas of major responsibility for themselves and all staff members under their supervision in answer to the following open-ended item: "List separately by position title the paid professional and nonprofessional members of your library staff giving the following information for each person: ...Area of major responsibility (e.g., subject specialist, TV specialist, cataloger)..."

Respondents' answers were reviewed, analyzed, and classified into 18 major categories, corresponding with the types of job activities carried out in school library media centers. Because the answers were free responses, the categories do not correspond with the 12 categories used for grouping the 300 tasks in the checklist. Categories describing the responses are shown in Table 7. The total number reported for each staff position does not necessarily correspond with the number of schools in the survey sample; the numbers represent individual staff members rather than schools using such staff positions.

Heads of Library Media Centers

The area of major responsibility most frequently indicated by heads of library media centers in both elementary and secondary schools was administration. This responsibility was reported by 41.8 percent of the heads of centers on the elementary level and 50.5 percent on the secondary level. The second most frequently identified responsibility was general services, described as covering all phases of library media center work. This was the primary responsibility of 32.6 percent of the elementary center heads and 28.8 percent of the secondary. Responses in such areas as print and non-print materials, audiovisual, television, and equipment services implied that the majority of the responding library media center heads were librarians rather than audiovisual specialists.

Assistant Librarians

The major responsibility most often assigned to assistant librarians in the participating elementary schools was general services, and the second area most frequently indicated was service to teachers and students. The response rate for general services was 53.5 percent and that for service to teachers and students was 9.1 percent. Assistant librarians on the secondary level were primarily responsible for general services, but also reported cataloging and subject speciality as important areas of responsibility. Their response rates for the three responsibilities were 34.7 percent, 14.1 percent, and 9.9 percent, respectively.

Audiovisual Specialists and Technicians

The primary concerns of audiovisual specialists were audiovisual and equipment services. On the elementary level audiovisual services were performed by 63.2 percent of the audiovisual specialists, and on the secondary level by 64.4 percent. These services were also the major responsibility of technicians on the staffs of participating schools. Graphics and production services were performed more frequently by technicians than by other personnel--11.8 percent on the elementary level and 11.3 percent on the secondary level.

Clerks or Aides

Paid adult clerks or aides were responsible for clerical services as well as general services. However, they were often in charge of the circulation processes and in some schools performed cataloging tasks. For greater detail concerning areas of responsibility by level of school see Table 7.

Analysis of Tasks and Duties Performed by Library Media Center Staff

In the Task Analysis Survey Instrument sent to the suggested library media centers for completion, the 300 specific tasks performed by library media center personnel were deliberately scrambled. For purposes of analysis, the responses to these 300 specific tasks were restored to the 12 original categories of duties of library media center staffs which had been used in the development of the Task Analysis Survey Instrument. The 12 categories were:

- Development of educational program
- Administration
- Instruction
- Special Services to faculty and students
- Selection
- Acquisition
- Production
- Preparation of materials
- Organization
- Circulation
- Maintenance
- Clerical and secretarial tasks

Several tasks were related to two or more duties. In such cases, the tasks were grouped with the individual duty to which each was most closely related. For example, the listing of clerical duties could include a great many more tasks from the list of 300. However, many of them were so closely related to cate-

TABLE 7.--MAJOR AREA OF RESPONSIBILITY REPORTED BY RESPONDENT FOR STAFF MEMBERS

	STAFF POSITION									
	HEAD OF LIBRARY MEDIA CENTER		ASSISTANT LIBRARIAN		AUDIOVISUAL SPECIALIST		TECHNICIAN		PAID ADULT CLERK OR AIDE	
MAJOR RESPONSIBILITY	ELEM.	SEC.	ELEM.	SEC.	ELEM.	SEC.	ELEM.	SEC.	ELEM.	SEC.
ADMINISTRATION	100 41.8	230 50.5	... ...	3 .7	... ...	... ...	... ...	... ...	... ...	... ...
STAFF SUPERVISION	... ...	... ...	... ...	5 1.2	... ...	... ...	1 5.9	... ...	... ...	1 .1
SUBJECT SPECIALITY	20 8.4	23 5.1	3 5.5	42 9.9	... ...	2 1.1	1 5.9	... ...	... ...	4 .5
REFERENCE AND BIBLIOGRAPHIC SERVICES	... ...	5 1.1	4 7.3	35 8.2	... ...	... ...	... ...	... ...	... ...	6 .8
PRINT MATERIALS	4 1.7	17 3.7	2 3.6	20 4.7	... ...	... ...	... ...	... ...	3 1.1	16 2.2
NON-PRINT MATERIALS	1 .4	1 .2	1 1.8	12 2.8	2 9.5	9 4.8	... ...	1 1.3	2 .7	8 1.1
GENERAL MEDIA SERVICES	24 10.0	26 5.7	2 3.6	19 4.5	1 4.8	6 3.2	... ...	1 1.3	2 .7	6 .8
CATALOGING	... ...	5 1.1	4 7.3	60 14.1	... ...	... ...	... ...	4 5.0	6 2.2	13 1.8
CIRCULATION OF MATERIALS	... ...	... ...	1 1.8	20 4.7	... ...	... ...	1 5.9	2 2.5	25 9.2	83 11.4
PROCESSING AND MAINTENANCE OF MATERIALS	... ...	... ...	... ...	1 .2	... ...	... ...	... ...	4 5.0	9 3.3	34 4.7
GRAPHICS AND PRODUCTION SERVICES	... ...	... ...	... ...	... ...	... ...	4 2.1	2 11.8	9 11.3	1 .4	5 .7
GENERAL AUDIOVISUAL SERVICES	1 .4	7 1.5	... ...	28 6.6	13 61.9	121 64.4	5 29.4	24 30.0	6 2.2	44 6.0
TELEVISION SERVICES	... ...	1 .2	... ...	... ...	... ...	11 5.9	2 11.8	5 6.3	... ...	... ...
EQUIPMENT SERVICES	... ...	1 .2	... ...	... ...	5 23.8	20 10.6	4 23.5	13 16.3	3 1.1	2 .3
INSTRUCTION	8 3.3	1 .2	1 1.8	10 2.3	... ...	1 .5	... ...	... ...	... ...	... ...
SERVICES TO TEACHERS AND STUDENTS	3 1.3	7 1.5	5 9.1	23 5.4	... ...	1 .5	... ...	2 2.5	4 1.5	6 .8
CLERICAL SERVICES	... ...	... ...	2 3.6	... ...	... ...	2 1.1	... ...	1 1.3	132 48.4	337 46.3
GENERAL SERVICES	78 32.6	131 28.8	30 54.5	148 34.7	... ...	11 5.9	1 5.9	14 17.5	80 29.3	163 22.4
TOTAL	239 99.9	455 99.8	55 99.9	426 100.0	21 100.0	188 100.1	17 100.1	80 100.3	273 100.1	728 99.9

gories such as acquisition, preparation, and organization of materials and equipment that they were included in these categories rather than with strictly clerical tasks. Similar examples can be found in each of the categories.

The tables on the following pages present the responses obtained on the Task Analysis Survey Instrument and grouped for analytical purposes to correspond to the 12 major categories of duties. The wording of each task listed is the same as it was in the Task Analysis Survey Instrument. Two tables appear for each duty category--one representing performance rates by personnel in library media centers in elementary schools and the other representing performance rates by personnel in library media centers in secondary schools. Each table contains six columns showing performance rates for heads of library media centers, assistant librarians, audiovisual specialists, technicians, paid adult clerks or aides, and district or contract personnel.

Performance rates for each task are shown by the five staff positions listed above and by district or contract personnel. Percents shown in the tables were computed on the basis of the number of participating schools served by each type of position on the library media center staff. Those for district or contract personnel were based on the total numbers of elementary and secondary schools participating in the survey. The number on which the percents were based is shown at the heads of the columns. These base numbers do not correspond with those used in Tables 1 through 7, since the latter represent individual staff members rather than participating library media centers. Figures A and B show the relative percentages of library media centers in schools on each level served by personnel in each of the five staff positions.

Development of Education Program

The library media center of a school exists to serve the instructional needs and programs of the school. Therefore, the type and extent of participation by library media center personnel in the development of the educational program are fundamental to an analysis of the tasks and roles performed by various members of the library media center staff. The study listed 13 specific tasks related to the duty of development of the educational program.

Heads of Library Media Centers--A majority of the heads of library media centers in both elementary and secondary schools reported participation in the planning and cooperative development of the educational program of the school. A higher percentage of library media center heads in sample elementary schools, than in sample secondary schools, indicated performance of each of the 13 tasks; differences between the two levels ranged from about 4 percentage points to about 20 percentage points.

The highest performance ratios of 93.7 percent for elementary schools and 85.7 percent for secondary schools were reported by library media center heads for the task, "plans cooperatively with faculty members to coordinate materials and library activities with curriculum programs, units, and textbooks." High performance ratios were also registered by library media center heads at both school levels (92.5 and 84.6, respectively) for the task, "plans and discusses library-involved topics, units, and activities with teachers."

Similarly, library media center heads actively assisted individual teachers in curriculum planning--84.9 percent on the elementary level and 78.2 percent on the secondary level. Moreover, 82.4 percent of the heads of elementary-school library media centers and 76.9 percent of the heads of secondary-school centers, reported that they worked cooperatively with faculty and administrators in the development of long-range plans that affected their schools.

It seems clear from these findings that in the schools studied, library media center heads were closely involved in the planning phase of curriculum development.

Assistant Librarians--A higher percentage of assistant librarians than heads of library media centers on the secondary level performed two tasks involved in the development of the educational program. The two tasks were performance of team-teaching activities and planning of library-involved topics, units, and activities with teachers. Assistant librarians performed team-teaching activities in 42.1 percent of the secondary schools in which they were employed and heads of centers in 40.9 percent of the secondary schools. The second task was performed by assistant librarians in 85.6 percent of the secondary schools staffed with assistant librarians and by heads of library media centers in 84.6 percent of the secondary schools. Tables 8 and 9 show that on the elementary level, a higher proportion of the heads of the centers than of assistant librarians performed these tasks.

The educational program development task performed by assistant librarians in the highest percentage of both elementary and secondary schools was, again, planning and discussing library-involved topics, units, and activities with teachers. They performed this task in 76.0 percent of the elementary schools, and 85.6 percent of the secondary schools employing assistant librarians. The task performed by the lowest percentage of assistant librarians on both school levels was "engages in research activities relative to educational media and media center programs." They performed this task in approximately one-third of both the elementary and secondary schools.

All but two of the tasks in this category were performed in over one-half of the elementary schools employing assistant librarians. The two tasks were related to team-teaching and research activities. Only one task was performed by assistant librarians in over three-fourths of the schools served by such personnel--"plans and discusses library-involved topics, units, and activities with teachers."

The situation was somewhat different in schools on the secondary level. Assistant librarians performed eight of the 13 tasks in over one-half of the 299 secondary schools in which they were employed. They performed three of the tasks in over three-fourths of these schools. Comparison of Tables 8 and 9 shows that five of the tasks were performed by a higher percentage of assistant librarians in the secondary than elementary schools served by such personnel. These five tasks involved planning in the areas of curriculum, materials, and instruction.

Audiovisual Specialists--Though audiovisual specialists in both elementary and secondary school library media centers were involved with the development of the educational program, on neither level were they so highly involved as the heads of the library media centers or the assistant librarians. Audiovisual specialists performed only one of the 13 tasks in this duty category in more than 50 percent of the elementary schools in which they were employed. They developed new uses for materials and equipment in 61.9 percent of the elementary schools. Audiovisual specialists performed this task in the same percentage of the secondary schools. As shown in Tables 8 and 9, percentages for this task represent the highest performance rates for audiovisual specialists on either level.

The task performed by the lowest percentage of audiovisual specialists in the elementary schools was observing classroom work to coordinate library activities with school instructional programs. The task performed by the lowest percentage of audiovisual specialists in the secondary schools was participating in team-teaching activities. Both tasks were performed by audiovisual

TABLE 8.--PERCENT OF ELEMENTARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED TASKS RELATED TO DEVELOPMENT OF THE EDUCATIONAL PROGRAM

	STAFF POSITION					
TASKS	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	DISTRICT OR CONTRACT PERSONNEL
PARTICIPATES IN CURRICULUM DEVELOPMENT AND REVISION	72.0	50.0	38.1	6.3	.4	25.5
ASSISTS CURRICULUM COMMITTEES IN SELECTION OF APPROPRIATE MATERIALS FOR RESOURCE UNITS AND CURRICULUM GUIDES	77.8	60.0	47.6	6.3	2.2	25.9
ASSISTS INDIVIDUAL TEACHERS IN CURRICULUM PLANNING	84.9	70.0	28.6	6.3	2.7	7.1
CONDUCTS EVALUATION OF ADEQUACY AND SUITABILITY OF FACILITIES, EQUIPMENT, MATERIALS, AND SERVICES WITH REGARD TO LEARNING OUTCOMES	75.3	52.0	38.1	12.5	.4	25.5
PROVIDES LEADERSHIP IN DETERMINING EDUCATIONAL OBJECTIVES OF LIBRARY SERVICES	86.6	54.0	38.1	...	...	41.0
DEVELOPS LONG-RANGE PLAN COOPERATIVELY WITH FACULTY AND ADMINISTRATION	82.4	56.0	42.9	...	.4	31.4
PLANS COOPERATIVELY WITH FACULTY MEMBERS TO COORDINATE MATERIALS AND LIBRARY ACTIVITIES WITH CURRICULUM PROGRAMS, UNITS, AND TEXTBOOKS.	93.7	72.0	38.1	12.5	1.8	9.6
OBSERVES CLASSROOM WORK TO COORDINATE LIBRARY ACTIVITIES WITH SCHOOL INSTRUCTIONAL PROGRAMS	69.0	52.0	19.0	6.3	...	2.9
PARTICIPATES IN TEAM-TEACHING ACTIVITIES	53.1	48.0	33.3	6.3	.9	.4
PLANS AND DISCUSSES LIBRARY-INVOLVED TOPICS, UNITS, AND ACTIVITIES WITH TEACHERS	92.5	76.0	33.3	...	3.1	5.0
DEVELOPS NEW USES FOR MATERIALS AND EQUIPMENT	84.5	58.0	61.9	25.0	4.9	21.3
ENGAGES IN RESEARCH ACTIVITIES RELATIVE TO EDUCATIONAL MEDIA AND MEDIA CENTER PROGRAMS	33.6	38.0	38.1	6.3	1.3	26.4
WORKS WITH TEACHERS TO DESIGN INNOVATIONS IN INSTRUCTION	76.6	60.0	47.6	6.3	1.3	18.0
TOTAL NUMBER OF SCHOOLS	239	50	21	16	225	239

specialists in less than one-fifth of the elementary and secondary schools in which they were employed.

All but one of the tasks in this category were performed by a higher percentage of audiovisual specialists in the elementary schools than in the secondary schools which reported the services of audiovisual specialists--giving assistance to individual teachers in curriculum planning. Audiovisual specialists performed this task in only 28.6 percent of the elementary schools in which they were employed, but in 39.3 percent of the secondary schools.

The greatest difference between performance rates on the elementary level and those on the secondary level was found for providing leadership in determining educational objectives of library service. A difference of approximately 20 percentage points was reported, with the higher performance rate of 38.1 percent reported on the elementary level, and 18.5 percent reported on the secondary level.

Other Staff Positions--The extent of participation by technicians in developing the educational program was low in comparison with personnel in the three staff positions previously discussed. This was found in both the elementary and secondary schools. In general, the highest percentages of participation by technicians were reported for the elementary schools in the survey.

The highest proportion of technicians on both school levels participated in the development of new uses for materials and equipment, a task related to production--a major responsibility of technicians as shown in Table 7. A performance rate of 25.0 percent was reported for the elementary schools employing technicians, and 24.2 percent for the secondary schools employing such personnel.

Paid clerks and aides in both elementary- and secondary school library media centers had less to do with the development of the educational program than did the technicians. Their highest performance rates were also reported in the development of new uses for materials and equipment; however, only 4.9 percent were reported on the elementary level and 6.1 percent on the secondary level.

TABLE 9.--PERCENT OF SECONDARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED TASKS RELATED TO DEVELOPMENT OF THE EDUCATIONAL PROGRAM

TASKS	STAFF POSITION					DISTRICT OR CONTRACT PERSONNEL
	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	
PARTICIPATES IN CURRICULUM DEVELOPMENT AND REVISION	66.2	43.5	26.8	...	.5	14.1
ASSISTS CURRICULUM COMMITTEES IN SELECTION OF APPROPRIATE MATERIALS FOR RESOURCE UNITS AND CURRICULUM GUIDES	71.2	59.2	39.3	4.8	1.3	12.1
ASSISTS INDIVIDUAL TEACHERS IN CURRICULUM PLANNING	78.2	75.2	39.3	3.2	2.5	5.5
CONDUCTS EVALUATION OF ADEQUACY AND SUITABILITY OF FACILITIES, EQUIPMENT, MATERIALS, AND SERVICES WITH REGARD TO LEARNING OUTCOMES .	71.4	59.9	38.1	9.7	2.5	13.6
PROVIDES LEADERSHIP IN DETERMINING EDUCATIONAL OBJECTIVES OF LIBRARY SERVICES	82.0	54.8	18.5	1.6	.5	19.8
DEVELOPS LONG-RANGE PLAN COOPERATIVELY WITH FACULTY AND ADMINISTRATION	76.9	45.8	26.2	1.6	.3	13.6
PLANS COOPERATIVELY WITH FACULTY MEMBERS TO COORDINATE MATERIALS AND LIBRARY ACTIVITIES WITH CURRICULUM PROGRAMS, UNITS, AND TEXTBOOKS.	85.7	80.3	39.9	4.8	2.3	5.9
OBSERVES CLASSROOM WORK TO COORDINATE LIBRARY ACTIVITIES WITH SCHOOL INSTRUCTIONAL PROGRAMS	47.5	42.5	17.9	1.6	1.0	1.8
PARTICIPATES IN TEAM-TEACHING ACTIVITIES	40.9	42.1	16.7	1.6	.5	1.1
PLANS AND DISCUSSES LIBRARY-INVOLVED TOPICS, UNITS, AND ACTIVITIES WITH TEACHERS	84.6	85.6	28.6	3.2	4.1	2.6
DEVELOPS NEW USES FOR MATERIALS AND EQUIPMENT .	71.2	64.9	61.9	24.2	6.1	11.2
ENGAGES IN RESEARCH ACTIVITIES RELATIVE TO EDUCATIONAL MEDIA AND MEDIA CENTER PROGRAMS	53.2	31.8	35.1	1.6	1.8	15.4
WORKS WITH TEACHERS TO DESIGN INNOVATIONS IN INSTRUCTION	68.1	58.2	46.4	8.1	1.5	7.9
TOTAL NUMBER OF SCHOOLS	455	299	168	62	393	455

TABLE 10.--PERCENT OF ELEMENTARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED ADMINISTRATIVE TASKS

TASKS	STAFF POSITION					DISTRICT OR CONTRACT PERSONNEL
	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	
HELPS TO DETERMINE OVER-ALL LIBRARY POLICIES ..	89.5	76.0	57.1	12.5	5.3	47.3
PLANS LIBRARY OR MEDIA CENTER OPERATIONS AND MAINTENANCE	92.5	78.0	57.1	18.8	12.0	30.5
CONFERS WITH ADMINISTRATORS AND SCHOOL BOARD CONCERNING LIBRARY OPERATIONS, PROGRAMS, AND BUDGETS	59.8	38.0	42.9	...	...	56.1
PLANS FOR EXPANDING PROGRAM OF MEDIA SERVICES .	84.1	64.0	61.9	6.3	2.2	48.1
PLANS ARRANGEMENT OF LIBRARY SPACE AND FURNITURE	92.9	80.0	38.1	12.5	11.6	18.4
SCHEDULES USE OF FACILITIES	90.4	68.0	42.9	12.5	12.4	3.3
PARTICIPATES IN PLANNING AND DEVELOPING SATELLITE CENTERS WITHIN THE SCHOOL BUILDING ..	32.2	20.0	9.5	...	3.1	4.6
SERVES IN SATELLITE CENTERS WITHIN THE SCHOOL BUILDING	13.0	12.0	...	6.3	6.2	.8
SERVES ON COMMITTEES TO STUDY AND DESIGN NEW MEDIA CENTERS	37.2	24.0	52.4	6.3	.4	39.7
MAINTAINS LINES OF COMMUNICATION WITH THE DISTRICT ADMINISTRATIVE OFFICES	66.1	36.0	33.3	6.3	1.8	34.7
RECOMMENDS CRITERIA FOR THE SELECTION OF LIBRARY PERSONNEL	38.5	16.0	23.8	...	.9	53.1
ASSISTS IN SELECTION OF PERSONNEL	36.4	10.0	4.8	...	.4	54.0
INTERPRETS DISTRICT ADMINISTRATIVE REGULATIONS AND DIRECTIVES TO LIBRARY STAFF	58.6	26.0	9.5	...	...	39.3
CONDUCTS IN-SERVICE, OR ON-THE-JOB TRAINING PROGRAM FOR LIBRARY STAFF.....................	67.8	28.0	19.0	6.3	5.8	31.0
DEVELOPS PROCEDURAL MANUAL FOR LIBRARY STAFF ..	56.5	26.0	9.5	6.3	1.3	39.3
PREPARES LIBRARY STAFF WORK SCHEDULES..........	81.6	42.0	19.0	...	4.9	6.3
ASSIGNS DUTIES TO LIBRARY STAFF	87.9	52.0	19.0	...	3.6	10.5
DEVELOPS JOB DESCRIPTIONS FOR LIBRARY STAFF ...	55.6	28.0	19.0	6.3	2.7	33.5
TRAINS STUDENT AUDIOVISUAL AIDES	45.6	42.0	85.7	56.3	14.2	2.9
TRAINS STUDENT LIBRARY AIDES	76.6	72.0	28.6	18.8	34.2	...
SUPERVISES WORK OF THE PROFESSIONAL LIBRARY STAFF	31.0	10.0	4.8	...	...	42.3
SUPERVISES WORK OF THE NONPROFESSIONAL LIBRARY STAFF	89.5	48.0	23.8	...	4.4	12.1
EVALUATES WORK OF LIBRARY STAFF	61.9	28.0	28.6	6.3	.4	34.7
MAKES RECOMMENDATIONS RELATIVE TO APPOINTMENTS, PROMOTIONS, AND TRANSFERS OF LIBRARY STAFF	28.0	4.0	9.5	...	...	45.6
ADMINISTERS THE LIBRARY PROGRAM AND STAFF DURING SUMMER AND/OR EXTENDED HOURS	41.0	34.0	14.3	18.8	5.8	21.3
ARRANGES FOR SUBTITUTES WHEN LIBRARY PERSONNEL ARE ABSENT	21.3	2.0	...	...	1.8	28.5
CONDUCTS LIBRARY STAFF MEETINGS	38.1	30.0	14.3	12.5	1.3	41.0
SUPERVISES PRACTICING LIBRARIANS FROM TEACHER EDUCATION AND GRADUATE LIBRARY SCHOOLS	34.7	24.0	14.3	...	...	12.1
DEVELOPS NECESSARY FORMS FOR OPERATION OF THE LIBRARY	85.8	64.0	33.3	...	7.6	31.0
DETERMINES RECORDS AND STATISTICS NEEDED	67.8	54.0	33.3	6.3	4.4	48.5
COMPILES AND TABULATES DATA FOR STATISTICAL REPORTS	78.2	52.0	42.9	12.5	30.2	28.0
SUBMITS REPORTS TO ADMINISTRATION	82.0	48.0	28.6	12.5	3.1	31.0
ANALYZES STATISTICAL REPORTS AND DATA	55.6	24.0	28.6	6.3	.4	52.3
DETERMINES, CONTROLS, ORDERS, INVENTORIES, AND MAINTAINS SUPPLIES	90.4	64.0	61.9	12.5	30.7	22.6

TABLE 10.--PERCENT OF ELEMENTARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED ADMINISTRATIVE TASKS

TASKS	STAFF POSITION					DISTRICT OR CONTRACT PERSONNEL
	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	
SCHEDULES INVENTORY OF MATERIALS	79.1	48.0	14.3	6.3	9.3	33.9
SCHEDULES INVENTORY OF EQUIPMENT	69.0	42.0	76.2	25.0	8.9	31.4
CONFERS WITH VISITING LIBRARIANS AND OTHER GUESTS	94.1	66.0	52.4	18.8	13.3	20.5
WRITES AND EDITS NEWS ARTICLES, PROMOTIONAL MATERIALS, AND NOTICES FOR SCHOOL AND LOCAL PAPERS	56.1	44.0	38.1	6.3	3.6	29.3
PLANS AND PARTICIPATES IN MEETINGS TO PRESENT THE FUNCTIONS AND SERVICES OF THE LIBRARY TO PARENT GROUPS AND COMMUNITY ORGANIZATIONS......	75.3	40.0	47.6	18.8	3.6	29.3
SERVES AS COMMUNITY RESOURCE LIAISON PERSON ...	47.3	26.0	23.8	6.3	2.2	24.7
PLANS AND IMPLEMENTS COMMUNITY RELATIONS ACTIVITIES	40.6	28.0	28.6	6.3	1.8	23.8
INFORMS PUBLIC LIBRARIAN ABOUT SCHOOL PROGRAMS, CURRICULUM, ASSIGNMENTS, AND ACTIVITIES	49.4	16.0	4.8	...	2.2	11.7
PLANS COOPERATIVELY WITH PUBLIC LIBRARIAN FOR JOINT LIBRARY ACTIVITIES	42.3	22.0	4.8	...	.9	19.7
DETERMINES RULES FOR THE CONDUCT OF STUDENTS IN LIBRARY	93.7	80.0	38.1	18.8	8.0	3.8
DISCIPLINES STUDENTS IN LIBRARY	92.9	86.0	28.6	18.8	34.2	...
ASSUMES RESPONSIBILITY FOR DECISIONS CONCERNING DISCIPLINARY ACTIONS	87.0	56.0	28.6	6.3	3.1	1.7
INFORMS LIBRARY STAFF OF PLANNED ACTIVITIES AND REQUESTS	82.0	60.0	33.3	...	2.2	9.6
VISITS OTHER LIBRARIES TO OBSERVE THEIR PROGRAMS	84.5	62.0	57.1	25.0	4.4	24.3
ATTENDS AND PARTICIPATES IN MEETINGS OF PROFESSIONAL ORGANIZATIONS	94.6	88.0	57.1	12.5	3.6	25.9
HELPS TO DEVELOP AND IMPLEMENT PROPOSALS FOR FEDERAL PROJECTS AND PROGRAMS	46.4	32.0	42.9	18.8	.4	49.0
WORKS COOPERATIVELY WITH REGIONAL EDUCATION AND LIBRARY SERVICE UNITS	49.8	38.0	23.8	12.5	1.3	35.1
HANDLES COMPLAINTS AND OBJECTIONS TO PARTICULAR MATERIALS AND SERVICES	80.7	48.0	33.3	...	2.2	38.5
DETERMINES POLICY FOR THE ACCEPTANCE OF GIFTS .	67.8	42.0	23.8	...	...	38.5
TOTAL NUMBER OF SCHOOLS	239	50	21	16	225	239

District or Contract Personnel--District services were more frequently utilized by library media center staffs in the participating elementary than secondary schools. This was particularly evident in determining educational objectives of library service and in long-range planning with faculty and administration. The former task was performed at the district level for 41 percent of the elementary schools in the survey and for 19.8 percent of the secondary schools in the survey. The latter task was performed at the district level for 31.4 percent of the elementary schools and for only 13.6 percent of the secondary schools.

Administrative Tasks

The library media center staff can best support the development of the educational program if the center is administered in the most efficient manner possible. Therefore, administrative tasks basic to the effectual operation of the library media center, whether of a business or a professional nature, were considered important to task analysis. In the following paragraphs performance of the administrative tasks is discussed in terms of the five paid staff positions and district or contract personnel.

Heads of Library Media Centers--Administrative tasks were performed by a higher percentage of heads of library media centers than by any other staff members in participating schools. Of the 53 tasks in this category, 23 were performed by heads of centers in over three-fourths of the participating elementary- and secondary-school centers in the survey. Their highest performance rates on both school levels were reported for conferring with visiting librarians and other guests and for attending and participating in meetings of professional organizations. Performance rates for these and other tasks are shown below.

	Elementary	Secondary
Helps to determine over-all library policies..........	89.5%	89.2%
Plans library media center operations and maintenance....	92.5	89.7
Plans arrangement of library space and furniture.........	92.9	86.8
Schedules use of facilities.........	90.4	83.5
Submits reports to administration.....	82.0	89.0
Determines, controls, orders, inventories, and maintains supplies.....	90.4	83.5
Confers with visiting librarians and other guests.......	94.1	92.7
Determines rules for the conduct of students in the library............	93.7	87.7
Disciplines students in library...	92.9	85.0
Attends and participates in meetings of professional organizations......	94.6	90.8

Heads of library media centers reported their lowest performance rates for serving in satellite centers in the school building--13.0 percent on the elementary level and 6.8 percent on the secondary.

Major differences between the performance of administrative tasks by heads of elementary-school library media centers and by heads of secondary library media centers were found for tasks such as those related to the selection of staff personnel. Comparison of the data in Tables 10 and 11 shows some differences of from 15 to 20 percentage points between performance rates for heads of library media centers on the two school levels. The higher performance rate was reported for heads of secondary-school library media centers. For example, heads of centers assisted in the selection of their own personnel in 54.5 percent of the participating secondary schools, but in 36.4 percent of the participating elementary schools. A great difference between performance rates for heads of centers in elementary and secondary schools was also reported for training student audiovisual aides--45.6 percent on the elementary level and 29.2 percent on the secondary level.

Professional staff members in library media centers were supervised by heads of centers in a higher percentage of participating secondary than elementary schools. Tables 10 and 11 show that heads of centers performed this task in 55.2 percent of the participating secondary schools, but in 31.0 percent of the participating elementary schools. The difference is due to the fact that few of the elementary schools in the survey had staffs with more than two professional persons. Table 10 shows that professional staff members were supervised by district personnel in 42.3 percent of the elementary schools.

Assistant Librarians--Of the 455 secondary schools in the survey, 163 reported having an assistant librarian on the library media center staff; only 50 of the 239 elementary schools in the survey reported assistant librarians. The highest performance rates for assistant librarians on both levels were for disciplining students in the library media center and attending and participating in meetings of professional organizations. They disciplined students in 86.0 percent of the elementary schools in which they were employed and in 94.3 percent of the secondary schools. They attended professional meetings in 88.0 percent of elementary schools and in 89.3 percent of the secondary.

The lowest performance rates for assistant librarians in participating elementary schools were reported for making recommendations relative to appointments, promotions, and transfers of library staff and arranging for substitutes when library personnel are absent--4.0 percent and 2.0 percent, respectively. The lowest performance rates for assistant librarians in the participating secondary schools were reported for serving in satellite centers in the school building and making recommendations relative to appointments, promotions, and transfers of library staff, and arranging for substitutes when library personnel were absent--10.4, 12.4, 12.0 percent, respectively.

In general, performance rates for assistant librarians were similar in elementary and secondary schools. However, Tables 10 and 11 show exceptions in the areas of selection of personnel, their training, and supervision. In each of these areas, the performance rates were higher for assistant librarians in the secondary- than the elementary-school library media centers.

Assistant librarians recommended criteria for selection of personnel in 23.4 percent of the 163 secondary schools, and assisted in the actual selection in 22.4 percent of the schools. They recommended selection criteria in 16.0

percent of the 50 elementary schools, and assisted in the selection in only 10.0 percent of these schools.

Assistant librarians conducted in-service, or on-the-job, training programs for members of the library media center staff in 49.2 percent of the secondary schools in which they were employed. This activity was reported by assistant librarians in only 28.0 percent of the elementary schools in which they were employed. A similar difference in performance rates of assistant librarians on the elementary and secondary levels is shown for the development of a procedural manual for the library media center staff. They performed this task in 46.5 percent of the secondary schools, but in only 26.0 percent of the elementary schools. They trained student library aides in 86.3 percent of the secondary schools, and in 72.0 percent of the elementary schools.

A further example of the difference between performance rates of assistant librarians in elementary and secondary schools was found for informing the public librarian of school programs, curriculum assignments, and activities. Assistant librarians participated in this activity in 30.1 percent of the secondary schools in which they were employed, but in only 16.0 percent of the elementary schools.

The percentage of participation in community relations activities was higher for assistant librarians in the elementary schools than for those in the secondary schools. They took part in meetings to present the functions and services of the library media center to parent groups and community organizations in 40.0 percent of the participating elementary schools, and in 33.1 percent of the participating secondary schools. Assistant librarians in 28.0 percent of the participating elementary schools planned and implemented community relations activities; they performed this task in only 18.7 percent of the secondary schools in the survey. Further, planning of joint library activities with the public librarian was undertaken by assistant librarians in 22.0 percent of the elementary schools and in 17.7 percent of the secondary schools.

Audiovisual Specialists--The highest performance rates for audiovisual specialists in both participating elementary and secondary schools in which they were employed were reported for the following administrative tasks:

	Elementary	Secondary
Plans for expanding programs of media services..........	61.9%	58.9%
Trains student audiovisual aides.	85.7	86.9
Schedules inventory of equipment......	76.2	57.1

Audiovisual specialists in elementary schools reported a performance rate of zero percent for serving in satellite centers in the building and arranging for substitutes for the library media center staff. As shown in Table 10, they performed eight of the 53 administrative tasks in less than 10 percent of the elementary schools in which they were employed. Their lowest performance rates in secondary schools were reported for making recommendations relative to appointments, promotions, and transfers of library media center staff and arranging for substitutes when library media center personnel were absent--1.8 and 1.2 percents, respectively. Table 11 shows that they performed 11 of the 53 administrative tasks in less than 10 percent of the secondary schools in which they were employed.

In general, audiovisual specialists performed administrative tasks in higher percentages of elementary than secondary schools in the survey. The greatest differences between their performance rates on the elementary and secondary levels were found for planning and participating in meetings to present the functions and services of the library media center to parent groups and community organizations and determining policies for the acceptance of gifts and exchanges. Audiovisual specialists planned and participated in these meeting in 47.6 percent of the elementary and 19.0 percent of the secondary schools in which they were employed; they determined gift policies in 23.8 percent of the elementary schools and 3.0 percent of the secondary.

Wide differences between performance rates were also reported for tasks such as conferring with administrators and school boards concerning the library media center, serving on committees to study new library media centers, training student audiovisual aides, controlling supplies, writing and editing news articles, visiting other library media centers, and handling complaints about materials and equipment. The performance rate for each task was approximately 20 percentage points higher on the elementary than on the secondary level.

In both the elementary and secondary schools, audiovisual specialists reported the greatest performance rates for training student audiovisual aides. They were responsible for this training in 94.7 percent of the elementary schools and in 89.6 percent of the secondary schools.

Technicians--In general, technicians in schools participating in the survey were not responsible for administrative tasks. However, on both school levels they performed some of these tasks to a significant extent. As shown in Tables 10 and 11, the tasks were related to areas such as training student aides,

TABLE 11.--PERCENT OF SECONDARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED ADMINISTRATIVE TASKS

TASKS	STAFF POSITION					DISTRICT OR CONTRACT PERSONNEL
	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	
HELPS TO DETERMINE OVER-ALL LIBRARY POLICIES	89.2	85.3	48.2	19.4	15.0	25.9
PLANS LIBRARY OR MEDIA CENTER OPERATIONS AND MAINTENANCE	89.7	75.2	53.6	22.6	13.5	18.2
CONFERS WITH ADMINISTRATORS AND SCHOOL BOARD CONCERNING LIBRARY OPERATIONS, PROGRAMS, AND BUDGETS	76.0	39.5	24.4	8.1	1.3	31.2
PLANS FOR EXPANDING PROGRAM OF MEDIA SERVICES	87.5	65.6	58.9	19.4	4.6	28.1
PLANS ARRANGEMENT OF LIBRARY SPACE AND FURNITURE	86.8	82.6	29.2	12.9	15.0	13.2
SCHEDULES USE OF FACILITIES	83.5	79.3	39.9	17.7	20.4	4.0
PARTICIPATES IN PLANNING AND DEVELOPING SATELLITE CENTERS WITHIN THE SCHOOL BUILDING	39.6	28.4	12.5	6.5	2.5	5.9
SERVES IN SATELLITE CENTERS WITHIN THE SCHOOL BUILDING	6.8	10.4	6.0	8.1	13.2	.9
SERVES ON COMMITTEES TO STUDY AND DESIGN NEW MEDIA CENTERS	42.2	25.8	31.0	3.2	.5	25.1
MAINTAINS LINES OF COMMUNICATION WITH THE DISTRICT ADMINISTRATIVE OFFICES	72.5	32.8	30.4	4.8	2.5	17.1
RECOMMENDS CRITERIA FOR THE SELECTION OF LIBRARY PERSONNEL	54.1	23.4	6.0	1.6	.3	34.5
ASSISTS IN SELECTION OF PERSONNEL	54.5	22.4	5.4	3.2	.5	33.2
INTERPRETS DISTRICT ADMINISTRATIVE REGULATIONS AND DIRECTIVES TO LIBRARY STAFF	67.2	19.1	10.7	...	.8	24.0
CONDUCTS IN-SERVICE, OR ON-THE-JOB TRAINING PROGRAM FOR LIBRARY STAFF	71.0	49.2	26.2	8.1	7.1	23.1
DEVELOPS PROCEDURAL MANUAL FOR LIBRARY STAFF	62.0	46.5	13.7	1.6	4.3	17.6
PREPARES LIBRARY STAFF WORK SCHEDULES	82.0	51.8	14.9	8.1	7.4	2.9
ASSIGNS DUTIES TO LIBRARY STAFF	88.3	50.2	16.7	4.8	6.4	5.3
DEVELOPS JOB DESCRIPTIONS FOR LIBRARY STAFF	65.5	41.1	10.7	4.8	4.1	17.1
TRAINS STUDENT AUDIOVISUAL AIDES	29.2	29.4	86.9	45.2	14.0	3.1
TRAINS STUDENT LIBRARY AIDES	69.9	86.3	8.9	8.1	35.6	.4
SUPERVISES WORK OF THE PROFESSIONAL LIBRARY STAFF	55.2	16.1	2.4	...	...	20.7
SUPERVISES WORK OF THE NONPROFESSIONAL LIBRARY STAFF	83.1	67.9	22.0	9.7	6.9	3.5
EVALUATES WORK OF LIBRARY STAFF	71.9	35.5	11.3	3.2	2.0	20.4
MAKES RECOMMENDATIONS RELATIVE TO APPOINTMENTS, PROMOTIONS, AND TRANSFERS OF LIBRARY STAFF	42.9	12.4	1.8	...	.5	32.7
ADMINISTERS THE LIBRARY PROGRAM AND STAFF DURING SUMMER AND/OR EXTENDED HOURS	47.9	34.8	5.4	...	6.9	9.5
ARRANGES FOR SUBTITUTES WHEN LIBRARY PERSONNEL ARE ABSENT	25.5	12.0	1.2	...	3.1	18.0
CONDUCTS LIBRARY STAFF MEETINGS	62.4	22.4	2.4	1.6	1.5	19.1
SUPERVISES PRACTICING LIBRARIANS FROM TEACHER EDUCATION AND GRADUATE LIBRARY SCHOOLS	45.1	27.8	6.0	...	1.0	4.6
DEVELOPS NECESSARY FORMS FOR OPERATION OF THE LIBRARY	85.7	70.9	32.7	12.9	17.3	12.1
DETERMINES RECORDS AND STATISTICS NEEDED	79.3	50.2	21.4	4.8	6.9	28.6
COMPILES AND TABULATES DATA FOR STATISTICAL REPORTS	71.2	58.5	24.4	16.1	45.5	12.7
SUBMITS REPORTS TO ADMINISTRATION	89.0	37.5	24.4	6.5	2.5	12.5
ANALYZES STATISTICAL REPORTS AND DATA	67.2	38.1	20.2	4.8	2.3	28.3
DETERMINES, CONTROLS, ORDERS, INVENTORIES, AND MAINTAINS SUPPLIES	83.3	63.5	40.5	33.9	53.7	12.1

TABLE 11.--PERCENT OF SECONDARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED ADMINISTRATIVE TASKS

TASKS	STAFF POSITION					DISTRICT OR CONTRACT PERSONNEL
	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	
SCHEDULES INVENTORY OF MATERIALS	80.2	42.5	22.6	3.2	10.4	14.5
SCHEDULES INVENTORY OF EQUIPMENT	62.6	34.4	57.1	21.0	9.4	16.9
CONFERS WITH VISITING LIBRARIANS AND OTHER GUESTS	92.7	80.6	42.9	14.5	12.7	9.7
WRITES AND EDITS NEWS ARTICLES, PROMOTIONAL MATERIALS, AND NOTICES FOR SCHOOL AND LOCAL PAPERS	60.2	40.5	18.5	8.1	4.3	11.9
PLANS AND PARTICIPATES IN MEETINGS TO PRESENT THE FUNCTIONS AND SERVICES OF THE LIBRARY TO PARENT GROUPS AND COMMUNITY ORGANIZATIONS	56.7	33.1	19.0	3.2	1.5	15.4
SERVES AS COMMUNITY RESOURCE LIAISON PERSON	45.3	26.4	10.7	3.2	2.3	15.8
PLANS AND IMPLEMENTS COMMUNITY RELATIONS ACTIVITIES	34.3	18.7	9.5	4.8	1.3	16.9
INFORMS PUBLIC LIBRARIAN ABOUT SCHOOL PROGRAMS, CURRICULUM, ASSIGNMENTS, AND ACTIVITIES	49.7	30.1	3.6	...	2.3	8.8
PLANS COOPERATIVELY WITH PUBLIC LIBRARIAN FOR JOINT LIBRARY ACTIVITIES	36.9	17.7	3.6	...	.3	12.3
DETERMINES RULES FOR THE CONDUCT OF STUDENTS IN LIBRARY	87.7	85.3	25.0	12.9	8.9	4.2
DISCIPLINES STUDENTS IN LIBRARY	85.0	94.3	31.5	27.4	38.7	.9
ASSUMES RESPONSIBILITY FOR DECISIONS CONCERNING DISCIPLINARY ACTIONS	83.5	55.9	14.3	6.5	3.8	2.6
INFORMS LIBRARY STAFF OF PLANNED ACTIVITIES AND REQUESTS	83.5	52.8	14.3	3.2	4.3	6.2
VISITS OTHER LIBRARIES TO OBSERVE THEIR PROGRAMS	76.3	71.6	38.7	11.3	5.6	12.7
ATTENDS AND PARTICIPATES IN MEETINGS OF PROFESSIONAL ORGANIZATIONS	90.8	89.3	53.0	9.7	5.1	14.7
HELPS TO DEVELOP AND IMPLEMENT PROPOSALS FOR FEDERAL PROJECTS AND PROGRAMS	51.0	28.4	26.2	3.2	1.3	37.1
WORKS COOPERATIVELY WITH REGIONAL EDUCATION AND LIBRARY SERVICE UNITS	51.2	29.4	15.5	4.8	.5	24.0
HANDLES COMPLAINTS AND OBJECTIONS TO PARTICULAR MATERIALS AND SERVICES	84.4	44.1	15.5	4.8	1.8	21.8
DETERMINES POLICY FOR THE ACCEPTANCE OF GIFTS	78.5	36.8	3.0	...	...	22.2
TOTAL NUMBER OF SCHOOLS	455	299	168	62	393	455

maintaining inventories, and disciplining students. The task performed by the highest percentage of technicians was training student audiovisual aides. They performed this task in 56.3 percent of the 16 elementary schools having technicians and in 45.2 percent of the 61 secondary schools having technicians. Technicians were responsible for control and inventory of supplies in 12.5 percent of the elementary schools in which they were employed, but in 33.9 percent of the secondary schools in which they were employed. Equipment inventories were scheduled by technicians in 25.0 percent of the elementary schools and in 21.0 percent of the secondary schools. Technicians disciplined students in 18.8 percent of the 16 elementary schools and 27.4 percent of the 61 secondary schools in which they were employed.

Clerks or Aides--Few clerks or aides were significantly responsible for the performance of administrative tasks. Their highest performance rates were reported for tasks such as training student aides, maintaining inventories, and disciplining students.

Clerks or aides trained student library aides in 34.2 percent of 225 elementary schools and in 35.6 percent of the 393 secondary schools in which they were employed. They performed the task of determining, controlling, ordering, inventorying, and maintaining supplies in 30.7 percent of the elementary schools, and in 53.7 percent of the secondary schools employing such personnel. Discipline of students was reported as a responsibility of clerks or aides in over one-third of both the elementary and secondary

TABLE 12.--PERCENT OF ELEMENTARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED INSTRUCTIONAL TASKS

	STAFF POSITION					
TASKS	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	DISTRICT OR CONTRACT PERSONNEL
ORIENTS STUDENTS TO LIBRARY	93.7	86.0	23.8	12.5	7.1	...
REVIEWS LIBRARY RULES AND PROCEDURES	92.5	84.0	23.8	...	9.3	.4
PLANS SEQUENTIAL PROGRAM OF LIBRARY INSTRUCTION	89.5	70.0	19.0	...	4.0	11.7
GIVES INCIDENTAL INSTRUCTION IN NOTE-TAKING AND OUTLINING IN CONNECTION WITH LIBRARY WORK	76.6	62.0	14.3	...	6.2	.4
GIVES INCIDENTAL INSTRUCTION IN LIBRARY SKILLS	89.1	86.0	23.8	...	12.9	...
GIVES INSTRUCTION IN THE USE OF MATERIALS	91.2	90.0	38.1	25.0	5.8	1.7
GIVES INSTRUCTION IN THE USE OF AUDIOVISUAL EQUIPMENT	75.3	68.0	81.0	43.8	14.2	12.6
CONDUCTS WORKSHOPS FOR TEACHERS IN USE OF MATERIALS	51.0	32.0	52.4	37.5	1.3	34.3
CONDUCTS AND PARTICIPATES IN WORKSHOPS FOR TEACHERS ON PRODUCTION TECHNIQUES	32.6	28.0	71.4	68.8	2.2	38.9
GIVES INSTRUCTION IN BASIC REFERENCE TECHNIQUES	92.1	84.0	9.5	...	6.2	...
GIVES INSTRUCTION IN SPECIALIZED REFERENCE BOOKS AND OTHER MATERIALS BEFORE CLASS RESEARCH PROJECT IS BEGUN	86.2	78.0	9.5	...	4.9	...
PREPARES EXAMS IN LIBRARY SKILLS	64.0	42.0	9.5	...	.9	3.8
SCORES EXAMS IN LIBRARY SKILLS	59.8	42.0	4.8	...	7.6	...
EVALUATES STUDENTS' LIBRARY SKILLS AND PERFORMANCE AND INFORMS TEACHERS OF RESULTS	71.1	54.0	9.5	...	4.9	1.3
ASSISTS WITH INDEPENDENT STUDY	93.7	90.0	28.6	18.8	21.3	.8
GUIDES REFERENCE AND RESEARCH WORK OF SMALL AND LARGE GROUPS	92.5	90.0	14.3	...	16.4	...
ASSISTS WITH ASSIGNMENTS DONE IN THE LIBRARY	89.1	90.0	14.3	6.3	26.7	.4
GUIDES IN ORGANIZING AND PRESENTING WRITTEN AND ORAL BOOK REPORTS	58.6	52.0	9.5	...	.9	...
LISTENS TO ORAL BOOK REPORTS	52.7	44.0	...	...	1.8	...
EVALUATES STUDENTS' SPECIAL LIBRARY PROJECTS	60.3	54.0	9.5	...	.4	...
HELPS STUDENTS LEARN TO INTERPRET FIGURES AND NUMERICAL RELATIONSHIPS	33.9	30.0	14.3	...	2.2	...
HELPS STUDENTS LEARN TO READ MAPS AND UNDERSTAND THE LANGUAGE OF GEOGRAPHY	52.7	58.0	14.3	6.3	1.8	...
ASSISTS STUDENTS TO DEVELOP COMPETENCY IN LISTENING AND VIEWING SKILLS	72.4	74.0	23.8	25.0	4.4	.8
DEVELOPS AND DIRECTS INDIVIDUAL READING GUIDANCE PROGRAMS	57.3	54.0	4.8	...	...	.8
GUIDES AND DIRECTS SMALL READING GROUPS	48.5	42.0	4.8	...	.9	.4
CONDUCTS ACTIVITIES FOR SHARING READING	64.9	66.0	4.8	...	1.8	.4
TOTAL NUMBER OF SCHOOLS	239	50	21	16	225	239

schools. Data for reports were prepared by clerks or aides in 30.2 percent of the elementary schools and in 45.5 percent of the secondary schools served by such personnel.

The remaining tasks shown in Tables 10 and 11 were performed by clerks or aides in less than one-fourth of the elementary and secondary schools in which they were employed. The majority of these tasks were performed by clerks or aides in less than one-tenth of these schools.

District or Contract Personnel--Comparison of performance rates in the area of administration revealed that elementary schools in the survey population were more highly dependent upon decisions made at the district level than were participating secondary schools. For example, major administrative decisions concerning the determination of library media center policies were made at the district level for 47.3 percent of the elementary schools and for only 25.9 percent of the secondary schools. Library media center

TABLE 13.--PERCENT OF SECONDARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED INSTRUCTIONAL TASKS

TASKS	STAFF POSITION					DISTRICT OR CONTRACT PERSONNEL
	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	
ORIENTS STUDENTS TO LIBRARY	82.2	89.6	14.3	3.2	3.8	.4
REVIEWS LIBRARY RULES AND PROCEDURES	84.6	88.0	15.5	8.1	9.4	1.5
PLANS SEQUENTIAL PROGRAM OF LIBRARY INSTRUCTION	68.8	61.5	6.5	1.6	.8	5.9
GIVES INCIDENTAL INSTRUCTION IN NOTE-TAKING AND OUTLINING IN CONNECTION WITH LIBRARY WORK	49.7	54.8	4.8	4.8	3.8	.2
GIVES INCIDENTAL INSTRUCTION IN LIBRARY SKILLS	79.3	90.3	16.1	9.7	15.5	.4
GIVES INSTRUCTION IN THE USE OF MATERIALS	81.8	90.6	29.2	8.1	15.0	1.1
GIVES INSTRUCTION IN THE USE OF AUDIOVISUAL EQUIPMENT	45.9	44.1	87.5	51.6	23.2	5.1
CONDUCTS WORKSHOPS FOR TEACHERS IN USE OF MATERIALS	36.7	27.8	54.2	8.1	3.3	18.7
CONDUCTS AND PARTICIPATES IN WORKSHOPS FOR TEACHERS ON PRODUCTION TECHNIQUES	29.0	21.4	59.5	17.7	5.1	18.7
GIVES INSTRUCTION IN BASIC REFERENCE TECHNIQUES	81.3	90.0	4.8	1.6	4.6	.4
GIVES INSTRUCTION IN SPECIALIZED REFERENCE BOOKS AND OTHER MATERIALS BEFORE CLASS RESEARCH PROJECT IS BEGUN	77.4	79.9	3.6	...	1.8	.2
PREPARES EXAMS IN LIBRARY SKILLS	40.2	38.8	2.4	...	.5	1.1
SCORES EXAMS IN LIBRARY SKILLS	27.5	33.1	1.8	...	7.1	1.1
EVALUATES STUDENTS' LIBRARY SKILLS AND PERFORMANCE AND INFORMS TEACHERS OF RESULTS	38.0	37.5	3.6	1.6	2.3	.4
ASSISTS WITH INDEPENDENT STUDY	81.1	89.6	24.4	12.9	17.3	.7
GUIDES REFERENCE AND RESEARCH WORK OF SMALL AND LARGE GROUPS	82.0	92.0	9.5	6.5	9.7	.2
ASSISTS WITH ASSIGNMENTS DONE IN THE LIBRARY	82.9	94.3	16.7	11.3	28.5	.4
GUIDES IN ORGANIZING AND PRESENTING WRITTEN AND ORAL BOOK REPORTS	22.6	26.8	2.4	3.2	2.0	.4
LISTENS TO ORAL BOOK REPORTS	8.4	9.0	1.2	...	1.0	.2
EVALUATES STUDENTS' SPECIAL LIBRARY PROJECTS	25.3	26.4	4.8	1.6	1.8	.7
HELPS STUDENTS LEARN TO INTERPRET FIGURES AND NUMERICAL RELATIONSHIPS	24.6	33.1	4.8	1.6	3.1	.4
HELPS STUDENTS LEARN TO READ MAPS AND UNDERSTAND THE LANGUAGE OF GEOGRAPHY	43.5	53.2	12.5	3.2	5.3	.4
ASSISTS STUDENTS TO DEVELOP COMPETENCY IN LISTENING AND VIEWING SKILLS	36.0	38.8	29.2	3.2	4.6	.9
DEVELOPS AND DIRECTS INDIVIDUAL READING GUIDANCE PROGRAMS	30.1	29.1	1.2	...	.5	1.3
GUIDES AND DIRECTS SMALL READING GROUPS	18.9	19.7	1.2	...	.5	.2
CONDUCTS ACTIVITIES FOR SHARING READING	13.0	14.7	1.2	...	.5	.2
TOTAL NUMBER OF SCHOOLS	455	299	168	62	393	455

operations and maintenance were planned by district personnel for 30.5 percent of the participating elementary schools, but for only 18.2 percent of the participating secondary schools.

Tasks involving the selection of personnel provided another striking example of the extent of participation by district personnel in the operations of library media centers at the building level. Formulation of criteria for the selection of personnel and decisions regarding selection were made at the district level for over one-half of the elementary schools, and at the building level in less than one-half of these schools. However, respondents in secondary schools reported that decisions were made by a greater percent of heads of library media centers than by district personnel.

Professional personnel selected to serve in elementary-school library media centers were supervised by the heads of centers in only 31 percent of the 239 elementary schools, but by district personnel in 42.3 percent of these schools; in contrast, professional staff were supervised by heads of centers in 55.2 percent of the 455 participating secondary schools and by district personnel in only 20.7 percent of these schools.

Job descriptions for members of the library media center staff were written more frequently at the district level for elementary than for secondary schools and less frequently at the building level in the elementary than in the secondary schools. Heads of centers developed the job descriptions in 65.5 percent of the participating secondary schools, but in only 55.6 percent of the participating elementary schools.

District personnel also excercised greater control over elementary schools than over secondary schools with regard to reports submitted and information included in the reports. For example, the determination of necessary records and statistics was made at the district level for 28.6 percent of the secondary schools in the survey, but for 48.5 percent of the elementary schools in the survey.

District personnel conferred with administrators and school boards concerning library media center operations, programs, and budgets for the highest percentage of elementary schools in the survey--56.1 percent. They recommended criteria for the selection of library media center personnel for the highest percentage of secondary schools in the survey--34.5 percent.

Instruction Tasks

The library media center must offer instruction in particular areas for both faculty and students to be integrated with, and effectively support, the total school program. Such areas include instruction in library and other media skills and instruction in the use of materials and equipment. The survey instrument listed 26 instructional tasks covering these two areas.

Heads of Library Media Centers--Instructional tasks in the elementary school library media centers surveyed were performed by a higher percentage of heads of library media centers than by personnel in any of the other four staff positions. Of the 26 instructional tasks, 23 were performed by heads of centers in over 50 percent of the 239 elementary schools in the survey. They performed 12 of those 23 tasks in over 75 percent of the elementary schools. As shown in Tables 12 and 13, their greatest participation was in orientation to the library and its materials, reference techniques, and guidance in independent study assignments. Their performance rates for such tasks were slightly over 90 percent in the elementary schools and slightly over 80 percent in the secondary schools. All instructional tasks were performed by a higher percentage of heads of library media centers in participating secondary than elementary schools.

The greatest differences in performance rates were found for the tasks, "listens to oral book reports" and "conducts activities for sharing reading." Heads of library media centers listened to oral book reports in 52.7 percent of the elementary schools, but in only 8.4 percent of the participating secondary schools. They conducted activities for sharing reading in 64.9 percent of the elementary schools, but in only 13.0 percent of the secondary schools.

Tables 12 and 13 show other significant differences between performance rates on the two levels. For example, heads of library media centers evaluated students' library skills and performance in 71.1 percent of the elementary schools in the survey, but in 38.0 percent of the secondary schools in the survey. Other tasks for which differences of approximately 30 percentage points were reported are as follows:

	Elementary	Secondary
Gives instruction in the use of audiovisual equipment..............	75.3%	45.9%
Guides in organizing and presenting written and oral book reports.......	58.6	22.6
Evaluates students' special library projects...........	60.3	25.3
Assists students in developing competency in listening and viewing skills.	72.4	36.0
Develops and directs individual reading guidance programs..	57.3	30.1
Guides and directs small reading groups.............	48.5	18.9

The lowest performance rate of heads of centers on the elementary level was reported for conducting and participating in workshops for teachers in production techniques--32.6 percent; their lowest performance rate on the secondary level was for listening to oral book reports--8.4 percent.

Assistant Librarians--Though assistant librarians participated in instruction of elementary-school pupils, they did so to a lesser degree than the heads of centers.

They performed 19 of these tasks in over 50 percent of the participating elementary schools in which they were employed, and 9 of the 19 tasks in over 75 percent of the schools. Tasks performed in the greatest percentage of elementary schools were instructing in the use of materials, assisting with independent study, guiding reference and research work of small and large groups, and assisting with assignments in the library media center. Each of these tasks was performed by assistant librarians in 90.0 percent of the elementary schools in which they were employed.

As shown in Table 13, assistant librarians performed instructional tasks in greater percentages of secondary schools than did heads of centers. The highest performance rates for assistant librarians in secondary schools were reported for guiding reference and research work of small and large groups and assisting with assignments done in the library--92.0 percent and 94.3 percent, respectively. Assistant librarians performed five other tasks in approximately 90 percent of the secondary schools in which they were employed--orienting students to the library media center, giving incidental instruction in library media center skills, giving instruction in the use of materials, giving instruction in basic reference techniques, and assisting with independent study.

The lowest performance rates reported by assistant librarians in elementary schools were for conducting workshops for teachers in the use of materials and production techniques. They conducted both types of workshops in approximately 30 percent of the elementary schools in which they were employed. The lowest performance rates reported by assistant librarians in secondary schools were for listening to oral book reports and conducting activities for sharing reading--9.0 percent and 14.7 percent, respectively.

Comparison of Tables 12 and 13 shows that, in general,performance rates of assistant librarians on the elementary and secondary levels were similar. Exceptions were found for eight of the 23 tasks. For each task, performance rates were higher in the elementary than in the secondary schools employing assistant librarians.

The eight tasks were largely concerned with activities such as book reports and reading. For example, assistant librarians guided students in organizing and presenting written and oral book reports in 52.0 percent of the elementary schools and 26.8 percent of the secondary schools. A greater difference was reported for listening to oral book reports--44.0 percent on the elementary level and 9.0 percent on the secondary level. The greatest difference in performance rates for tasks related to reading was for conducting activities for sharing reading. Assistant librarians performed this task in 66.0 percent of the elementary schools and, as mentioned above, in 14.7 percent of the secondary schools.

Audiovisual Specialists--Audiovisual specialists on both school levels made their greatest contribution in instructing faculty and students in the use of audiovisual equipment in over 75 percent of both the elementary and secondary schools in which they were employed; they conducted workshops for teachers in production techniques in over 50 percent of the schools.

As shown in Tables 12 and 13, the lowest performance rates for audiovisual specialists were reported for instructional tasks related to library skills and reading. They performed the majority of these tasks in less than 10 percent of the elementary and secondary schools in which they were employed.

The greatest difference between performance rates for audiovisual specialists on the two levels was reported for planning sequential programs of library instruction, and audiovisual specialists performed this task in 19.0 percent of the elementary schools, and in 6.5 percent of the secondary schools in which they were employed.

Technicians--As shown in Tables 12 and 13, little participation by technicians in the area of instruction was indicated by respondents on either school level. Though technicians in the secondary-school library media centers performed a greater number of the instructional tasks (19 as opposed to 9), performance rates for those in the elementary-school library media centers were higher. For example, technicians gave instruction in the use of materials in only 8.1 percent of the participating secondary schools, but in 25.0 percent of the participating elementary schools in which they served. Again, technicians took part in the orientation of students to the library media center in only 3.2 percent of the secondary schools, but in 12.5 percent of the elementary schools. Another example was found in assisting students to develop competency in listening and viewing skills; technicians performed this task in only 3.2 percent of the secondary schools, but in 25.0 percent of the elementary schools.

The highest performance rate for technicians in the participating elementary schools was reported for conducting and participating in workshops for teachers in production techniques. They performed this task in 68.8 percent of the elementary schools in which they were employed. The highest performance rate for technicians in participating secondary schools was for giving instruction in the use of audiovisual equipment. They performed this task in 51.6 percent of the secondary schools in which they were employed.

Clerks or Aides--Like the technicians, clerks or aides in participating elementary and secondary schools had little to do with instruction. However, a substantial amount of participation in instruction in the use of audiovisual equipment was reported on both levels. Clerks or aides performed this task in 14.2 percent of the participating elementary schools in which they were employed. Those in secondary schools gave such instruction in 23.2 percent of the schools in which they were employed. Instructional tasks performed by clerks or aides in the greatest percentages of schools in which they were employed were assisting with library assignments and independent study. They assisted with library assignments in over 25 percent of both the elementary and secondary schools and with independent study in 21.3 percent of the elementary schools and 17.3 percent of the secondary schools.

District or Contract Personnel--Regardless of school level, district personnel performed tasks involving student instruction in the individual school in small percentages of participating schools. The greatest participation of district personnel in this category of tasks was reported for planning sequential programs of library instruction, instruction in the use of audiovisual equipment, and conducting workshops for teachers. Performance rates for these tasks on the elementary level were higher than on the secondary level.

As shown in Tables 12 and 13, district personnel participated in the planning of sequential programs of library instruction in 11.7 percent of the participating elementary schools, but only 5.9 percent of the participating secondary schools. They participated in instruction in the use of audiovisual equipment in 12.6 percent of the elementary schools and in only 5.1 percent of the secondary schools.

A greater participation by district personnel in the instructional area was shown for workshops in the use of audiovisual materials and production techniques for teachers than for planning sequential programs of instruction or instruction in the use of audiovisual equipment. Tables 12 and 13 show elementary-school performance rates of 34.3 percent and 38.9 percent, respectively, and rates of 18.7 percent for both duties in the secondary school. Again, these data show the greater influence of district personnel on the operation of the library media centers in participating elementary than secondary schools.

Special Services to Faculty and Students

Duties such as selection, acquisition, preparation, organization, circulation, and maintenance of materials are basic to the operation of the library media center. Provision of special services to faculty and students was considered as building from, or extending, those basic operations, and therefore, important to the task analysis. This duty was comprised of 61 tasks grouped into nine subcategories. These subcategories are: special audiovisual services, listing and reviewing services, reference and reader services, publicity and information services, services for special interests and activities, library media center visits, special reading services, guidance and counseling services, and special work with faculty members. These subcategories, rather than the five staff positions used in the analysis of all other duty categories, formed the basis for the following discussion.

Special Audiovisual Services--Special audiovisual services were performed more frequently by audiovisual specialists than by any other staff personnel. However, they received heavy support from technicians. Personnel in both staff positions gave assistance when equipment emergencies occurred in the highest percentage of participating elementary schools. Audiovisual specialists performed this task in 81.0 percent of the elementary schools, and technicians in 75.0 percent of the schools.

As shown in Tables 14 and 15, special audiovisual services involving production were carried out to a greater extent by audiovisual specialists with support from technicians than by personnel in any other staff position in both elementary and secondary schools. Audiovisual specialists assisted teachers and students in the use of production techniques in 61.9 percent of the elementary schools, and in 79.2 percent of the secondary schools, in which they were employed.

Heads of library media centers and assistant librarians monitored the use of electronic teaching equipment in the highest percentages of elementary and secondary schools in which each was employed. Heads of centers performed this task in 95.8 percent of the elementary and in 88.3 percent of the secondary schools. Assistant librarians performed the task in 84.0 percent of the elementary and 95.3 percent of the secondary schools.

Listing and Reviewing Services--In general, listing and reviewing services were conducted by responding heads of library media centers and assistant librarians in higher percentages of elementary and secondary schools than by

TABLE 14.--PERCENT OF ELEMENTARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED SPECIAL SERVICES TO FACULTY AND STUDENTS

TASKS	STAFF POSITION					DISTRICT OR CONTRACT PERSONNEL
	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	
SPECIAL AUDIOVISUAL SERVICES						
SETS UP AUDIOVISUAL EQUIPMENT SUCH AS PROJECTORS AND TAPE RECORDERS	49.8	52.0	61.9	62.5	28.0	1.7
OPERATES AUDIOVISUAL EQUIPMENT SUCH AS PROJECTORS AND TAPE RECORDERS	59.0	60.0	57.1	62.5	31.1	1.7
GIVES ASSISTANCE WHEN EQUIPMENT EMERGENCIES OCCUR	40.6	32.0	81.0	75.0	8.9	27.6
ASSISTS TEACHERS AND STUDENTS IN THE USE OF PRODUCTION TECHNIQUES	43.5	34.0	61.9	50.0	10.2	14.2
ASSISTS STUDENTS AND TEACHERS WITH TAPING SESSIONS	12.1	10.0	38.1	43.8	2.2	4.2
MONITORS USE OF ELECTRONIC TEACHING EQUIPMENT	95.8	84.0	42.9	18.8	47.1	2.9
ASSISTS TEACHERS AND STUDENTS IN LOCATING AND SELECTING MATERIALS	81.6	70.0	71.4	56.3	20.9	10.0
ASSISTS TEACHERS AND STUDENTS IN USING TEACHING EQUIPMENT AND MATERIALS	45.6	40.0	19.0	...	5.3	21.3
LISTING AND REVIEW SERVICES						
COMPILES MATERIALS LISTS	73.2	50.0	38.1	25.0	24.9	13.8
ABSTRACTS PRINTED MATERIALS	23.8	18.0	...	12.5	2.2	7.9
WRITES REVIEWS AND ANNOTATIONS	52.7	44.0	23.8	6.3	1.3	13.4
MAINTAINS FILE OF TEACHER AND STUDENT EVALUATIONS OF FILMS AND OTHER AUDIOVISUAL MATERIALS PREVIOUSLY USED	23.0	16.0	42.9	43.8	10.2	23.8
COMPILES REVIEW FILES FOR BOOKS AND OTHER MATERIALS	45.6	40.0	19.0	...	5.3	21.3
REFERENCE AND READER SERVICES						
ADMINISTERS INTER-LIBRARY LOAN SERVICES	44.8	26.0	4.8	6.3	13.8	18.0
ANSWERS READY-REFERENCE QUESTIONS	92.9	86.0	23.8	...	29.3	2.9
PERFORMS GENERAL REFERENCE SERVICES	91.6	88.0	14.3	6.3	24.9	1.7
PUBLICITY AND INFORMATION SERVICES						
DEVELOPS MEDIA CENTER HANDBOOK FOR TEACHERS AND STUDENTS	46.9	30.0	33.3	31.3	4.0	19.2
PREPARES AND DISTRIBUTES NOTICES, BULLETINS, AND OTHER PUBLICITY MATERIALS	72.0	48.0	23.8	18.8	38.2	14.6
PLANS, PREPARES, AND ARRANGES BULLETIN BOARDS, DISPLAYS AND EXHIBITS	87.0	80.0	23.8	18.8	46.2	2.1
PLANS, ORGANIZES, AND SUPERVISES BOOK FAIRS	30.1	16.0	9.5	6.3	4.9	10.0
PARTICIPATES IN BOOK FAIR ACTIVITIES	38.1	28.0	14.3	6.3	13.3	4.2
INITIATES PROJECTS AND ACTIVITIES RELATING TO THE LIBRARY AND ITS RESOURCES	94.1	74.0	33.3	...	3.1	7.9
PLANS AND PRESENTS ASSEMBLY PROGRAMS	32.2	14.0	14.3	...	.9	1.7
SERVICE FOR SPECIAL INTERESTS AND ACTIVITIES						
VISITS CLASSROOMS TO GIVE BOOK TALKS	55.6	52.0	4.8	...	1.8	...
INTRODUCES MATERIALS OF SPECIAL INTEREST TO CLASS GROUPS	90.8	84.0	19.0	...	2.2	...
SUGGESTS RELATED MATERIALS, IDEAS, AND RESOURCE PEOPLE FOR CLASSROOM UNITS	94.1	84.0	28.6	6.3	9.3	4.2
INFORMS TEACHERS AND STUDENTS OF RADIO BROADCASTS AND TV PROGRAMS	68.6	46.0	38.1	12.5	4.0	15.1
ORGANIZES AND CONDUCTS SPECIAL ACTIVITIES FOR INTEREST GROUPS	61.5	60.0	33.3	12.5	1.3	1.3

TABLE 14.--PERCENT OF ELEMENTARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED SPECIAL SERVICES TO FACULTY AND STUDENTS

TASKS	STAFF POSITION					DISTRICT OR CONTRACT PERSONNEL
	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	
ORGANIZES AND ADVISES LIBRARY OR BOOK CLUB	36.8	46.0	4.8	...	2.2	.4
ORGANIZES AND LEADS LITERARY AND BOOK DISCUSSIONS	48.5	42.0	4.8	...	...	.8
PLANS AND CONDUCTS PICTURE BOOK HOURS	72.0	74.0	4.8	6.3	3.1	.4
PLANS AND CONDUCTS STORY HOURS	80.7	76.0	4.8	6.3	6.7	.4
PLANS AND DIRECTS SPECIAL OBSERVANCES OF BOOK AND LIBRARY WEEKS, HOLIDAYS, ETC.	90.8	80.0	19.0	6.3	6.7	7.9
SUPERVISES NOON LEISURE-TIME ACTIVITIES	25.1	24.0	4.8	18.8	12.9	.4
READS ALOUD TO CHILDREN	84.1	84.0	14.3	6.3	16.4	.4
ASSISTS IN AND PROVIDES MATERIALS FOR EXTRA-CURRICULAR ACTIVITIES	76.6	64.0	42.9	25.0	9.8	1.3
LIBRARY MEDIA CENTER VISITS						
ARRANGES FOR AND CONDUCTS CLASS VISITS TO PUBLIC AND OTHER LIBRARIES	36.4	22.0	9.5	...	...	3.3
PREPARES CLASS FOR VISIT TO SCHOOL LIBRARY	49.8	24.0	19.0	...	.4	...
DEVELOPS WITH TEACHERS A PLAN FOR STUDENTS TO FOLLOW IN COMPLETING ASSIGNMENTS	72.0	50.0	23.8	6.3	.9	...
PREPARES FORMS OR CARDS FOR TEACHERS TO GIVE ADVANCE NOTICE ON LIBRARY ASSIGNMENTS	41.4	30.0	14.3	...	5.3	2.9
ESTABLISHES WITH TEACHERS PROCEDURES FOR MASS ASSIGNMENTS INVOLVING THE USE OF THE LIBRARY	82.0	64.0	23.8	...	1.3	1.3
CONDUCTS CLASS VISITS TO THE LIBRARY	79.5	76.0	14.3	...	5.3	.4
MAINTAINS SCHEDULES OF CLASS ACTIVITIES IN LIBRARY	85.4	72.0	14.3	...	13.3	...
READING SERVICES						
COMPILES INDIVIDUAL READING GUIDANCE LISTS	51.0	56.0	4.8	...	.9	3.3
IDENTIFIES STUDENTS WITH READING AND STUDY PROBLEMS AND SEEKS WAYS TO HELP THEM	67.4	66.0	4.8	...	2.2	2.9
MAKES STUDIES OF STUDENTS' READING HABITS AND INTERESTS	50.6	38.0	4.8	...	1.3	1.3
ASSISTS WITH VACATION READING PROGRAM	57.3	52.0	4.8	...	9.3	6.3
GUIDANCE AND COUNSELING SERVICES						
OBSERVES STUDENTS IN NEED OF COUNSELING AND INFORMS COUNSELORS	51.9	50.0	23.8	...	3.1	.8
KEEPS A RECORD OF EACH STUDENT, INCLUDING SUCH INFORMATION AS PROGRESS, READING RECORD, INTERESTS, NEEDS, AND ABILITIES	5.4	6.0	...	...	.4	...
IDENTIFIES EXCEPTIONAL STUDENTS (SLOW LEARNERS, ADVANCED LEARNERS, ETC.) AND PROVIDES WORTHWHILE EXPERIENCES AND MATERIALS FOR THEM	76.2	72.0	19.0	...	3.1	1.3
PARTICIPATES IN OR CONDUCTS GUIDANCE CONFERENCES WITH TEACHERS AND/OR PARENTS REGARDING INDIVIDUAL STUDENTS	33.9	26.0	9.5	...	...	2.9
SPECIAL WORK WITH FACULTY MEMBERS						
ORIENTS FACULTY TO LIBRARY PROGRAM, MATERIALS, AND SERVICES	92.9	62.0	42.9	...	4.0	5.9
GIVES BOOK TALKS AND REVIEWS AT FACULTY MEETINGS	32.6	22.0	9.5	...	...	1.7
INFORMS FACULTY OF INNOVATIONS, RESEARCH, AND CURRENT DEVELOPMENTS IN EDUCATION	54.4	38.0	28.6	...	...	20.9
INFORMS FACULTY OF AVAILABLE IN-SERVICE WORKSHOPS AND COURSES, PROFESSIONAL MEETINGS, AND EDUCATIONAL RESOURCES OF THE COMMUNITY	38.9	24.0	23.8	6.3	...	28.5

TABLE 14.--PERCENT OF ELEMENTARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED SPECIAL SERVICES TO FACULTY AND STUDENTS

	STAFF POSITION					DISTRICT OR CONTRACT PERSONNEL
TASKS	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	
INFORMS TEACHERS OF NEW LIBRARY SERVICES, MATERIALS, AND EQUIPMENT	95.0	70.0	42.9	12.5	4.9	10.9
PROMOTES USE OF PROFESSIONAL LIBRARY	87.4	64.0	33.3	6.3	2.2	21.3
READS AND REVIEWS PROFESSIONAL MATERIALS	84.1	68.0	38.1	6.3	.9	15.5
INTRODUCES TEACHERS TO BIBLIOGRAPHIC TOOLS IN SUBJECT DISCIPLINES	69.9	64.0	23.8	...	2.2	7.1
ASSISTS TEACHERS IN LOCATING BIBLIOGRAPHIC DATA	85.4	74.0	23.8	...	10.2	6.3
MAINTAINS CUMULATIVE RECORDS OF WORK WITH TEACHERS, INCLUDING INDIVIDUAL CONFERENCES, CLASS VISITS TO THE LIBRARY, AND VISITS BY THE LIBRARIAN TO THE CLASSROOM	39.3	28.0	9.5	6.3	7.6	2.5
TOTAL NUMBER OF SCHOOLS	239	50	21	16	225	239

personnel in any of the other staff positions. On the elementary level, heads of library media centers wrote reviews and annotations in slightly over one-half of the participating schools, and compiled review files for books and other materials in slightly under one-half of those schools. Performance rates for assistant librarians were not so high as for heads of library media centers, though they gave heavy support in these activities--44.0 percent and 40.0 percent, respectively. As shown in Table 15, the performance rates of heads of library media centers and assistant librarians on the secondary level were more similar. On both school levels, compilation of materials lists was performed in the highest percentage of participating schools than any of the other tasks in the category, listing and reviewing services.

Audiovisual specialists performed two tasks in this category in substantial percentages of participating schools in which they were employed--compiling materials lists and maintaining files of student and faculty evaluations of audiovisual materials. They compiled materials lists in 38.1 percent of both the elementary and secondary schools in which they were employed. They maintained evaluation files of audiovisual equipment in 42.9 percent of the elementary schools and in 36.3 percent of the secondary schools. Technicians performed this task in nearly one-half of the elementary schools in which they were employed.

As shown in Tables 14 and 15, clerks or aides shared in the performance of the tasks in this category by compiling materials lists in approximately one-fourth of the participating elementary and secondary schools in which they were employed.

Reference and Reader Services--Reference and reader services were performed largely by heads of library media centers and assistant librarians in schools on both levels, as shown in Tables 14 and 15. Heads of library media centers and assistant librarians shared these tasks to a greater extent in the elementary than the secondary schools in the survey. For example, heads of centers answered ready reference questions in 92.9 percent of the elementary schools; assistant librarians answered these questions in 86.0 percent. In contrast, performance rates for assistant librarians in secondary-school library media centers were higher than for heads of the centers. Assistant librarians answered ready reference questions in 95.3 percent of the secondary schools in which they were employed and heads of library media centers answered these questions in 84.2 percent.

Audiovisual specialists answered ready reference questions in a larger percentage of the elementary than the secondary schools in which they were employed--23.8 percent and 17.9 percent, respectively. Clerks or aides performed this task in slightly over one-fourth of the elementary schools in which they were employed and slightly over one-third of the secondary schools.

Publicity and Information Services--Tasks involving publicity of library media center services were shared by all personnel. In general, heads of centers performed these tasks in higher percentages of elementary than secondary schools in the survey. Their highest performance rates on both school levels were for three tasks--preparing and distributing notices, bulletins, and other publicity materials, 72.0 percent and 71.4 percent, respectively; planning, preparing, and arranging bulletin boards, displays and exhibits, 87.0 percent and 65.3 percent, respectively; initiating projects and activities relating to the library and its resources, 94.1 percent and 80.7 percent, respectively.

Assistant librarians performed the second and third of these three tasks in the highest percentages of schools in which they were employed. Performance rates for the second task were 80.0 percent and 78.9 percent, respectively. Those for the third task were 74.0 percent and 69.2 percent, respectively.

Audiovisual specialists developed a library media center handbook for teachers and students and initiated projects and activities relating to the library and its resources in 33.3 percent of the elementary schools in which they were employed. They developed the handbook in 29.8 percent of the secondary schools in which they were employed, and prepared and distributed notices, bulletins, and other publicity materials in 34.5 percent. Performance rates for these two tasks represent the greatest contribution by audiovisual specialists in publicity and information services.

Technicians contributed to the development of the center handbook in 31.3 percent of the participating elementary schools in which they were employed. Their highest performance rate in participating secondary schools was for planning, preparing, arranging bulletin boards, displays, and exhibits. They performed this task in 21.0 percent of the secondary schools in which they were employed.

Clerks or aides performed two tasks in the area of publicity and information services in over one-third of the elementary and secondary schools in which they were employed. They prepared and distributed notices, bulletins, and other publicity materials in 38.2 percent of the elementary schools and 48.9 percent of the secondary schools. They planned, prepared, and arranged bulletin boards, displays, and exhibits in 34.9 percent of the elementary and 46.2 percent of the secondary schools.

Services for Special Interest and Activity Groups--Heads of library media centers performed all but one of the tasks in the category of services for special interest and activity groups in higher percentages of elementary than secondary schools. The exception was "organizes and advises library or book club." As shown in Tables 14 and 15, they performed this task in 41.3 percent of the participating secondary schools, and 36.8 percent of the participating elementary schools. Assistant librarians performed this task in 46.0 percent of the elementary schools in which they were empoyed, and in 38.8 percent of the secondary schools in which they were empoyed.

The highest performance rates for heads of centers and assistant librarians in services for special interest and activity groups were reported for suggesting related materials, ideas, and resource people for classroom units. Personnel in both staff positions performed this task in over 80 percent of the elementary and secondary schools in which they were employed.

The greatest differences between the performance rates for heads of elementary- and secondary-school library media centers were for planning and conducting picture book and story hours, and reading aloud to children. Heads of library media centers conducted picture book hours in 72.0 percent of the participating elementary schools and in only 2.0 percent of the participating secondary schools. They conducted story hours in 80.8 percent of the elementary schools and in only 2.4 percent of the secondary schools. Heads of centers read aloud to children in 84.1 percent of the participating elementary schools, but in only 5.1 percent of the participating secondary schools. A comparison of Tables 14 and 15 shows similar differences in performance rates for assistant librarians.

The greatest contribution in the performance of this category of services by audiovisual specialists was for the task of informing teachers and students of radio and television broadcasts. They performed this task in 38.1 percent of the elementary schools in which they were employed and in 44.0 percent of the secondary schools in which they were employed. They organized and conducted special activities for interest groups in 33.3 percent of the elementary schools and suggested related materials, ideas, and resource people for classroom units in 33.9 percent of the secondary schools.

As shown in Tables 14 and 15, technicians and clerks or aides performed all tasks in this category in small percentages of both elementary and secondary schools in the survey.

Library Media Center Visits--In general, heads of library media centers performed most of the tasks in the category of visits to the library media center in higher percentages of elementary than secondary schools. For example, they maintained schedules of class activities in the library media center in 85.4 percent of the elementary schools in the survey but in 65.5 percent of the secondary schools. They conducted class visits to the library media center in 79.5 percent of the elementary schools but in 63.1 percent of the secondary schools. Similar differences are shown in Tables 14 and 15 for all but one of the tasks in this category. Performance rates were more nearly the same for establishing with teachers procedures for mass assignments involving the use of the library media center--82.0 percent on the elementary-school level and 83.7 percent on the secondary.

TABLE 15.--PERCENT OF SECONDARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED SPECIAL SERVICES TO FACULTY AND STUDENTS

TASKS	STAFF POSITION					DISTRICT OR CONTRACT PERSONNEL
	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	
SPECIAL AUDIOVISUAL SERVICES						
SETS UP AUDIOVISUAL EQUIPMENT SUCH AS PROJECTORS AND TAPE RECORDERS	21.8	22.4	66.7	51.6	24.7	2.2
OPERATES AUDIOVISUAL EQUIPMENT SUCH AS PROJECTORS AND TAPE RECORDERS	24.6	22.4	60.7	43.5	20.4	1.8
GIVES ASSISTANCE WHEN EQUIPMENT EMERGENCIES OCCUR	29.9	27.4	72.0	46.8	13.5	10.8
ASSISTS TEACHERS AND STUDENTS IN THE USE OF PRODUCTION TECHNIQUES	26.4	21.1	79.2	41.9	14.2	4.4
ASSISTS STUDENTS AND TEACHERS WITH TAPING SESSIONS	9.9	9.4	38.7	24.2	6.6	3.1
MONITORS USE OF ELECTRONIC TEACHING EQUIPMENT	88.3	95.3	50.0	22.6	43.0	2.4
ASSISTS TEACHERS AND STUDENTS IN LOCATING AND SELECTING MATERIALS	71.6	73.2	76.8	45.2	26.0	4.4
ASSISTS TEACHERS AND STUDENTS IN USING TEACHING EQUIPMENT AND MATERIALS	46.8	39.8	12.5	3.2	7.9	5.7
LISTING AND REVIEW SERVICES						
COMPILES MATERIALS LISTS	65.7	65.6	38.1	19.4	29.5	6.2
ABSTRACTS PRINTED MATERIALS	19.6	24.4	4.2	3.2	5.1	2.9
WRITES REVIEWS AND ANNOTATIONS	48.8	49.8	9.5	3.2	2.3	4.0
MAINTAINS FILE OF TEACHER AND STUDENT EVALUATIONS OF FILMS AND OTHER AUDIOVISUAL MATERIALS PREVIOUSLY USED	12.5	13.7	36.3	6.5	10.7	14.5
COMPILES REVIEW FILES FOR BOOKS AND OTHER MATERIALS	46.8	39.8	12.5	3.2	7.9	5.7
REFERENCE AND READER SERVICES						
ADMINISTERS INTER-LIBRARY LOAN SERVICES	44.2	26.4	4.2	4.8	12.7	6.8
ANSWERS READY-REFERENCE QUESTIONS	84.2	95.3	17.9	11.3	34.6	1.1
PERFORMS GENERAL REFERENCE SERVICES	83.5	95.3	11.9	9.7	27.7	.9
PUBLICITY AND INFORMATION SERVICES						
DEVELOPS MEDIA CENTER HANDBOOK FOR TEACHERS AND STUDENTS	48.4	35.1	29.8	4.8	2.8	11.0
PREPARES AND DISTRIBUTES NOTICES, BULLETINS, AND OTHER PUBLICITY MATERIALS	71.4	62.5	34.5	17.7	48.9	6.6
PLANS, PREPARES, AND ARRANGES BULLETIN BOARDS, DISPLAYS AND EXHIBITS	65.3	78.9	19.6	21.0	34.9	.7
PLANS, ORGANIZES, AND SUPERVISES BOOK FAIRS	21.8	19.4	2.4	1.6	3.3	7.0
PARTICIPATES IN BOOK FAIR ACTIVITIES	28.6	28.1	6.0	8.1	13.2	5.3
INITIATES PROJECTS AND ACTIVITIES RELATING TO THE LIBRARY AND ITS RESOURCES	80.7	69.2	26.2	4.8	3.3	5.9
PLANS AND PRESENTS ASSEMBLY PROGRAMS	13.6	9.7	6.0	...	...	.9
SERVICE FOR SPECIAL INTERESTS AND ACTIVITIES						
VISITS CLASSROOMS TO GIVE BOOK TALKS	42.6	47.5	4.2	...	.8	...
INTRODUCES MATERIALS OF SPECIAL INTEREST TO CLASS GROUPS	73.0	73.9	13.7	...	2.3	.7
SUGGESTS RELATED MATERIALS, IDEAS, AND RESOURCE PEOPLE FOR CLASSROOM UNITS	80.7	82.3	33.9	1.6	5.3	3.3
INFORMS TEACHERS AND STUDENTS OF RADIO BROADCASTS AND TV PROGRAMS	50.3	37.5	44.0	6.5	5.3	8.8
ORGANIZES AND CONDUCTS SPECIAL ACTIVITIES FOR INTEREST GROUPS	36.7	32.4	22.0	1.6	1.3	1.8

TABLE 15.--PERCENT OF SECONDARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED SPECIAL SERVICES TO FACULTY AND STUDENTS

TASKS	STAFF POSITION					DISTRICT OR CONTRACT PERSONNEL
	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	
ORGANIZES AND ADVISES LIBRARY OR BOOK CLUB......	41.3	38.8	2.4	...	2.0	.2
ORGANIZES AND LEADS LITERARY AND BOOK DISCUSSIONS	22.0	20.7	1.2	...	...	.9
PLANS AND CONDUCTS PICTURE BOOK HOURS	2.0	3.7	1.2	...	.5	...
PLANS AND CONDUCTS STORY HOURS	2.4	4.0	1.2	...	.5	...
PLANS AND DIRECTS SPECIAL OBSERVANCES OF BOOK AND LIBRARY WEEKS, HOLIDAYS, ETC.	72.3	66.9	10.7	6.5	8.7	2.9
SUPERVISES NOON LEISURE-TIME ACTIVITIES	21.1	23.1	6.0	4.8	10.7	.4
READS ALOUD TO CHILDREN	5.1	6.0	.6	...	1.3	...
ASSISTS IN AND PROVIDES MATERIALS FOR EXTRA-CURRICULAR ACTIVITIES	66.6	68.2	35.1	14.5	9.2	2.2
LIBRARY MEDIA CENTER VISITS						
ARRANGES FOR AND CONDUCTS CLASS VISITS TO PUBLIC AND OTHER LIBRARIES	16.5	16.7	1.2	...	.8	1.1
PREPARES CLASS FOR VISIT TO SCHOOL LIBRARY.....	35.4	34.4	4.2	...	.3	.2
DEVELOPS WITH TEACHERS A PLAN FOR STUDENTS TO FOLLOW IN COMPLETING ASSIGNMENTS	58.2	58.9	10.7	...	2.3	.2
PREPARES FORMS OR CARDS FOR TEACHERS TO GIVE ADVANCE NOTICE ON LIBRARY ASSIGNMENTS	39.3	32.4	5.4	3.2	8.7	1.5
ESTABLISHES WITH TEACHERS PROCEDURES FOR MASS ASSIGNMENTS INVOLVING THE USE OF THE LIBRARY ..	83.7	71.2	7.7	1.6	3.6	1.1
CONDUCTS CLASS VISITS TO THE LIBRARY	63.1	71.2	6.0	3.2	2.0	.7
MAINTAINS SCHEDULES OF CLASS ACTIVITIES IN LIBRARY	65.5	64.2	6.0	9.7	24.2	.4
READING SERVICES						
COMPILES INDIVIDUAL READING GUIDANCE LISTS	44.4	48.5	1.2	1.6	2.5	2.2
IDENTIFIES STUDENTS WITH READING AND STUDY PROBLEMS AND SEEKS WAYS TO HELP THEM............	45.9	48.8	3.6	1.6	3.1	2.0
MAKES STUDIES OF STUDENTS' READING HABITS AND INTERESTS	33.6	31.8	1.2	...	1.5	.9
ASSISTS WITH VACATION READING PROGRAM	26.4	21.4	1.2	1.6	2.8	2.0
GUIDANCE AND COUNSELING SERVICES						
OBSERVES STUDENTS IN NEED OF COUNSELING AND INFORMS COUNSELORS	66.2	71.6	25.0	9.7	9.9	.4
KEEPS A RECORD OF EACH STUDENT, INCLUDING SUCH INFORMATION AS PROGRESS, READING RECORD, INTERESTS, NEEDS, AND ABILITIES	2.9	3.0	1.2	...	1.0	.7
IDENTIFIES EXCEPTIONAL STUDENTS (SLOW LEARNERS, ADVANCED LEARNERS, ETC.) AND PROVIDES WORTHWHILE EXPERIENCES AND MATERIALS FOR THEM	53.6	56.2	10.1	3.2	3.8	2.2
PARTICIPATES IN OR CONDUCTS GUIDANCE CONFERENCES WITH TEACHERS AND/OR PARENTS REGARDING INDIVIDUAL STUDENTS	21.8	19.7	8.3	...	.3	2.4
SPECIAL WORK WITH FACULTY MEMBERS						
ORIENTS FACULTY TO LIBRARY PROGRAM, MATERIALS, AND SERVICES	87.9	76.6	33.3	4.8	5.3	2.4
GIVES BOOK TALKS AND REVIEWS AT FACULTY MEETINGS	16.5	11.7	1.2	...	...	.4
INFORMS FACULTY OF INNOVATIONS, RESEARCH, AND CURRENT DEVELOPMENTS IN EDUCATION	58.0	41.5	23.2	1.6	2.0	12.7
INFORMS FACULTY OF AVAILABLE IN-SERVICE WORKSHOPS AND COURSES, PROFESSIONAL MEETINGS, AND EDUCATIONAL RESOURCES OF THE COMMUNITY	41.8	29.4	19.6	...	.8	20.7

TABLE 15.--PERCENT OF SECONDARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED SPECIAL SERVICES TO FACULTY AND STUDENTS

TASKS	STAFF POSITION					DISTRICT OR CONTRACT PERSONNEL
	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	
INFORMS TEACHERS OF NEW LIBRARY SERVICES, MATERIALS, AND EQUIPMENT	88.6	77.9	53.0	4.8	7.6	7.0
PROMOTES USE OF PROFESSIONAL LIBRARY	77.6	64.9	14.3	...	2.5	11.2
READS AND REVIEWS PROFESSIONAL MATERIALS	79.6	71.9	26.2	4.8	.8	9.9
INTRODUCES TEACHERS TO BIBLIOGRAPHIC TOOLS IN SUBJECT DISCIPLINES	77.4	71.9	11.9	1.6	3.1	3.1
ASSISTS TEACHERS IN LOCATING BIBLIOGRAPHIC DATA	84.6	86.6	13.1	4.8	9.7	3.7
MAINTAINS CUMULATIVE RECORDS OF WORK WITH TEACHERS, INCLUDING INDIVIDUAL CONFERENCES, CLASS VISITS TO THE LIBRARY, AND VISITS BY THE LIBRARIAN TO THE CLASSROOM	29.9	27.8	4.2	3.2	9.4	1.1
TOTAL NUMBER OF SCHOOLS	455	299	168	62	393	455

In contrast, assistant librarians generally performed the tasks in this category in higher percentages of secondary than elementary schools in which they were employed. Tables 14 and 15 show their greatest contribution to the performance of tasks in this category was for conducting class visits to the library media center. They performed this task in 76.0 percent of the elementary schools and in 71.2 percent of the secondary schools. Assistant librarians also established with teachers procedures for mass assignments involving the use of the library media center in 71.2 percent of the secondary schools.

Audiovisual specialists participated in the performance of these tasks in higher percentages of elementary than secondary schools in the survey. They worked with teachers to establish procedures for mass assignments and to develop a plan for students to follow in the completion of individual assignments in 23.8 percent of the elementary schools in which they were employed. However, they performed these tasks in 7.7 percent and 10.7 percent of the secondary schools in which they were employed.

Technicians and clerks or aides had little to do with the performance of these tasks, as shown in Tables 14 and 15.

Special Reading Services--Participation in the reading program by heads of library media centers and assistant librarians on both school levels far exceeded that of personnel in other staff positions. Performance rates for heads of centers and assistant librarians were higher in the elementary than secondary schools. As shown in Tables 14 and 15, they performed all but one reading task in over 50 percent of the elementary schools. The exception was for the performance of the task, "makes studies of students' reading habits and interests." Assistant librarians performed this task in 38.0 percent of the elementary schools in which they were employed. Heads of centers and assistant librarians performed the four reading tasks in less than 50 percent of the secondary schools in which they were employed.

The highest performance rates for personnel in both staff positions in elementary and secondary schools were for identifying students with reading and study problems and seeking ways to help them. They performed this task in approximately two-thirds of the elementary schools and approximately one-half of the secondary schools in which they were employed.

Performance rates for personnel in all other staff positions were less than 10 percent. Technicians in the elementary schools had nothing to do with the reading program.

Guidance and Counseling Services--Tasks involving guidance and counseling were performed more often by heads of library media centers, assistant librarians, and audiovisual specialists than by technicians and clerks or aides. However, heads of centers and assistant librarians performed them in higher percentages of schools than audiovisual specialists. Of the four tasks directly involved with the counseling process, two were performed in the highest percentages of participating elementary and secondary schools--observing students in need of counseling to inform counselors, and identifying exceptional students, whether potential or apparent problems, and providing worthwhile materials and experiences for them.

Heads of library centers and assistant librarians observed students in need of counseling in 50 percent or more of the elementary and secondary schools in which they were employed; audiovisual specialists performed this task in approximately 25 percent. Heads of centers and assistant librarians identified exceptional students and provided worthwhile experiences for them in approximately three-fourths of the elementary schools, and in over one-half of the secondary schools. Audiovisual specialists performed this task in less than one-fourth of both the elementary and secondary schools in which they served.

Performance rates for technicians and clerks or aides were below 10 percent for each of the four tasks in this category.

The task performed in the smallest percentages of participating schools by all staff members was keeping a record of each student for counseling purposes. This task was performed by library media center personnel in each of the five positions in less than 10 percent of any of the participating schools in which they were employed. Response data, not shown here, indicated that this task was performed by guidance counselors in the schools.

Special Work with Faculty Members--Of the 61 tasks listed in the category of special services to faculty and students, 10 involved working directly with faculty members; for example, informing teachers of services available and assisting them in making use of these services. Of the 10 tasks, seven were performed by heads of library media centers in over one-half of both the participating elementary and secondary schools, as shown in Tables 14 and 15; five were performed by heads of elementary-school library media cen-

TABLE 16.--PERCENT OF ELEMENTARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED TASKS IN SELECTION OF MATERIALS AND EQUIPMENT

	STAFF POSITION					
TASKS	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	DISTRICT OR CONTRACT PERSONNEL
EVALUATES EXISITING COLLECTIONS TO DETERMINE NEEDS	95.8	80.0	38.1	6.3	4.4	9.6
ENLISTS FACULTY PARTICIPATION AND RECOMMENDATIONS IN EVALUATING AND SELECTING MATERIALS .	96.2	72.0	42.9	12.5	3.1	11.3
CONDUCTS IN-SERVICE WORKSHOPS AND TRAINING FOR TEACHERS IN EVALUATION AND SELECTION OF MATERIALS	38.9	26.0	52.4	12.5	...	26.4
ENLISTS FACULTY IN FORMULATING A WRITTEN SELECTION POLICY FOR MATERIALS	29.3	22.0	23.8	...	...	19.2
JUSTIFIES MATERIALS SELECTION POLICY...........	70.7	50.0	33.3	...	...	32.6
HELPS TO DETERMINE SPECIFICATIONS FOR PURCHASE OF AUDIOVISUAL EQUIPMENT	54.0	40.0	100.0	31.3	.4	52.7
HELPS TO DETERMINE SPECIFICATIONS FOR THE PURCHASE OF LIBRARY FURNISHINGS	69.0	42.0	33.3	...	.4	58.2
DEVELOPS EVALUATION FORMS	31.0	18.0	38.1	12.5	.4	43.9
MAINTAINS MATERIALS AND EQUIPMENT EVALUATION FILE	41.0	24.0	61.9	25.0	10.2	31.4
MAINTAINS SELECTION AIDS FOR FINDING NEW MATERIALS	89.1	54.0	47.6	6.3	11.1	31.4
READS BOOKS, MAGAZINES, PROFESSIONAL JOURNALS, CATALOGS, AND REVIEW SOURCES FOR BACKGROUND INFORMATION IN SELECTION OF MATERIALS AND EQUIPMENT	96.6	74.0	66.7	12.5	2.7	28.5
CONFERS WITH SALES REPRESENTATIVES TO LEARN OF NEW MATERIALS AND EQUIPMENT	75.7	50.0	66.7	6.3	.4	52.3
ARRANGES FOR AND CONDUCTS PREVIEW AND EVALUATION SESSIONS OF MATERIALS	51.0	26.0	38.1	6.3	.9	44.8
CONFERS WITH FACULTY AND ADMINISTRATION REGARDING SELECTION OF AUDIOVISUAL EQUIPMENT	66.9	32.0	90.5	18.8	...	34.7
EVALUATES AND SELECTS AUDIOVISUAL EQUIPMENT SUCH AS PROJECTORS, PHONOGRAPHS, AND TAPE RECORDERS	46.0	34.0	95.2	31.3	1.3	52.7
EVALUATES AND SELECTS PRINT MATERIALS	94.6	70.0	23.8	6.3	.4	26.8
EVALUATES AND SELECTS NONPRINT MATERIALS	89.1	66.0	71.4	18.8	...	31.0
SCANS LOCAL PUBLICATIONS AND PERIODICALS FOR RESOURCE MATERIALS AND INFORMATION	88.3	70.0	38.1	...	17.8	8.4
TOTAL NUMBER OF SCHOOLS	239	50	21	16	225	239

ters, and six, by heads of secondary-school library media centers in over 75 percent of the schools. The seven tasks involved keeping the faculty aware of services and materials offered by the library media center. The respective performance rates for each task were as follows:

	Elementary	Secondary
Orients faculty to library program, materials and services	92.9%	87.9%
Informs faculty of innovations, research, and current developments in education	54.4	58.0
Informs teachers of new library services, materials and equipment	95.0	88.6
Promotes use of professional library	87.4	77.6
Reads and reviews professional materials	84.1	79.6
Introduces teachers to bibliographic tools in subject disciplines	69.9	77.4
Assists teachers in locating bibliographic data	85.4	84.6

Performance rates of assistant librarians were similar to those of heads of library

TABLE 17.--PERCENT OF SECONDARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED TASKS IN SELECTION OF MATERIALS AND EQUIPMENT

TASKS	STAFF POSITION					
	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	DISTRICT OR CONTRACT PERSONNEL
EVALUATES EXISITING COLLECTIONS TO DETERMINE NEEDS	90.5	90.6	38.1	6.5	3.6	5.9
ENLISTS FACULTY PARTICIPATION AND RECOMMENDATIONS IN EVALUATING AND SELECTING MATERIALS	90.8	76.3	40.5	4.8	2.0	3.5
CONDUCTS IN-SERVICE WORKSHOPS AND TRAINING FOR TEACHERS IN EVALUATION AND SELECTION OF MATERIALS	29.2	21.4	21.4	...	.5	18.7
ENLISTS FACULTY IN FORMULATING A WRITTEN SELECTION POLICY FOR MATERIALS	33.8	16.4	4.2	...	...	12.1
JUSTIFIES MATERIALS SELECTION POLICY	76.5	40.5	13.1	...	...	20.0
HELPS TO DETERMINE SPECIFICATIONS FOR PURCHASE OF AUDIOVISUAL EQUIPMENT	49.2	28.1	85.1	27.4	2.5	34.3
HELPS TO DETERMINE SPECIFICATIONS FOR THE PURCHASE OF LIBRARY FURNISHINGS	74.1	47.8	10.1	1.6	1.0	35.6
DEVELOPS EVALUATION FORMS	35.6	23.4	15.5	4.8	1.5	30.3
MAINTAINS MATERIALS AND EQUIPMENT EVALUATION FILE	42.2	28.4	42.9	17.7	13.2	17.6
MAINTAINS SELECTION AIDS FOR FINDING NEW MATERIALS	88.6	66.9	42.9	11.3	10.9	16.3
READS BOOKS, MAGAZINES, PROFESSIONAL JOURNALS, CATALOGS, AND REVIEW SOURCES FOR BACKGROUND INFORMATION IN SELECTION OF MATERIALS AND EQUIPMENT	92.7	91.0	62.5	22.6	6.9	16.9
CONFERS WITH SALES REPRESENTATIVES TO LEARN OF NEW MATERIALS AND EQUIPMENT	87.5	57.2	62.5	22.6	3.8	25.9
ARRANGES FOR AND CONDUCTS PREVIEW AND EVALUATION SESSIONS OF MATERIALS	57.4	31.8	46.4	8.1	2.3	24.4
CONFERS WITH FACULTY AND ADMINISTRATION REGARDING SELECTION OF AUDIOVISUAL EQUIPMENT	56.5	31.1	89.3	24.2	2.8	20.4
EVALUATES AND SELECTS AUDIOVISUAL EQUIPMENT SUCH AS PROJECTORS, PHONOGRAPHS, AND TAPE RECORDERS	45.3	28.8	87.5	27.4	3.1	35.2
EVALUATES AND SELECTS PRINT MATERIALS	88.1	84.6	10.1	...	3.1	9.9
EVALUATES AND SELECTS NONPRINT MATERIALS	79.1	65.2	65.5	14.5	2.8	16.3
SCANS LOCAL PUBLICATIONS AND PERIODICALS FOR RESOURCE MATERIALS AND INFORMATION	79.8	84.3	26.2	4.8	19.1	3.7
TOTAL NUMBER OF SCHOOLS	455	299	168	62	393	455

media centers for tasks involving service to faculty members. However, in most instances the percentages of schools in which assistant librarians performed these tasks were approximately 10 points below the percentages of schools in which heads of centers performed them. The highest performance rates for assistant librarians were for assisting teachers in locating bibliographic data. They performed this task in 74.0 percent of the elementary schools in which they were employed and in 86.6 percent of the secondary schools.

The highest performance rates reported for audiovisual specialists in this category were for the tasks of orienting faculty to the library media center program, materials, and services and for informing teachers of new library media center services, materials, and equipment. They performed these tasks in 42.9 percent of the participating elementary schools in which they were employed. Their respective performance rates for these tasks on the secondary school level were 33.3 percent and 53.0 percent.

As shown in Tables 14 and 15, technicians and clerks or aides had little to do with the performance of the tasks in this category. In general, their performance rates were below 10 percent.

The greatest participation by district or contract personnel in the performance of the duty, "special services to faculty and students," was reported for tasks in the subcategory, "special work with faculty members." As shown in Tables 14 and 15, the highest performance rates were reported for informing faculty of available in-service workshops and courses, professional meetings, and educational resources of the community. District personnel performed this task for 28.5 percent of the participating elementary schools and 20.7 percent of the participating secondary schools.

Selection Tasks

The services of a library media center can be no better than the quality and appropriateness of the materials it contains. The duty of selecting materials and equipment is composed of 18 tasks basic to the efficient operation of the library media center.

Heads of Library Media Centers--Of the 18 selection tasks included in the study, the task performed most frequently by heads of library media centers in both elementary and secondary schools was reading for background information for selecting materials and equipment. Heads of library media centers performed this task in 96.6 percent of the 239 elementary schools in the survey, and in 92.7 percent of the 455 secondary schools in the survey. As shown in Tables 16 and 17, they performed nine of the 18 selection tasks in over 75 percent of the secondary schools. Heads of library media centers performed eight of those nine tasks in over 75 percent of the elementary schools in the survey. The nine tasks and performance rates on both levels were as follows:

	Elementary	Secondary
Evaluates existing collections to determine needs....	95.8%	90.5%
Enlists faculty participation and recommendations in evaluating and selecting materials..	96.2	90.8
Justifies materials selection policy...	70.7	76.5
Maintains selection aids for finding new materials......	89.1	88.6
Reads books, magazines, professional journals, catalogs, and review sources for background information in selection of materials and equipment......	96.7	92.7
Confers with sales representatives to learn of new materials and equipment...............	75.7	87.5
Evaluates and selects print materials..........	94.6	88.1
Evaluates and selects nonprint materials..........	89.1	79.1

Heads of library media centers performed three selection tasks in over 50 percent, but less than 75 percent, of the secondary schools--determination of specifications for the purchase of furniture, arranging and conducting preview and evaluation sessions, and conferring with administrators and faculty regarding selection of audiovisual equipment. These same tasks were performed by heads of centers in over 50 percent, but less than 75 percent, of the elementary schools in addition to two other tasks--justifying selection policies and determining specifications for the purchase of audiovisual equipment.

The remaining tasks were performed in over one-fourth, but less than one-half of the participating schools. In no case was a task performed by heads of library media centers in less than 25 percent of the schools in the survey. The task performed by heads of library media centers in the lowest percent of elementary schools (29.3 percent) was enlisting faculty in formulating a written selection policy; in the lowest percent of secondary schools (29.2 percent), conducting in-service workshops and training for teachers in evaluation and selection of materials.

Assistant Librarians--In general, selection tasks were performed by a higher percentage of assistant librarians in secondary- than in elementary-school library media centers in which they were employed. Assistant librarians performed five of the 18 selection tasks in over three-fourths of the secondary schools, and only one of the five in more than three-fourths of the elementary schools. The five tasks and performance rates for the two levels were:

	Elementary	Secondary
Evaluates existing collections to determine needs....	80.0%	90.6%
Enlists faculty participation and recommendations in evaluating and selecting materials...........	72.0	76.3
Reads books, magazines, professional journals, catalogs, and review sources for background information in selection of materials and equipment......	74.0	91.0
Evaluates and selects print materials....	70.0	84.6
Scans local publications and periodicals for resource materials and information..........	70.0	84.3

Assistant librarians performed four other selection tasks in one-half or more, but less than three-fourths, of the elementary schools in which they were employed--"justifies materials selection policy" (50.0 percent), "maintains selection aids for finding new materials" (54.0 percent), "confers with sales representatives to learn of new materials and equipment" (50.0 percent), and "evaluates and selects nonprint materials" (66.0 percent). The last three of these tasks listed were also performed by assistant librarians in more than one-half, but less than three-fourths, of the secondary schools in which they were employed with respective performance rates of 66.9 percent, 57.2 percent, and 65.2 percent.

As shown in Tables 16 and 17, assistant librarians performed the task of reading background information for selection of materials and equipment in the highest percent of participating secondary schools in which they were employed--91.0 percent. They performed the task of evaluating existing collections in the highest percentage of participating elementary schools in which they were employed--80.0 percent. The greatest difference between performance rates for assistant librarians in elementary-and secondary-school library media centers was found for this task--18 percentage points.

Audiovisual Specialists--The greatest concern of audiovisual specialists on both the elementary- and secondary-school levels was the selection of audiovisual equipment. Performance rates were higher on the elementary level. Tables 16 and 17 show that audiovisual specialists helped to determine specifications for the purchase of audiovisual equipment in all of the participating elementary schools in which they were employed and in 85.1 percent of the participating secondary schools in which they were employed. They conferred with faculty and administration regarding the selection of equipment in 90.5 percent of the elementary schools and in 89.3 percent of the secondary schools. Actual evaluation and selection of all equipment was made by audiovisual specialists in 95.2 percent of the elementary and in 87.5 percent of the secondary schools in which they were employed.

The lowest performance rates for audiovisual specialists were reported for enlisting faculty in formulating a written selection policy for materials. They performed this task in 23.8 percent of the elementary schools and 4.2 percent of the secondary schools in which they were employed.

Audiovisual specialists participated in the selection of materials, both print and nonprint, in a higher percentage of the elementary than of the secondary schools in which they were employed. For example, they read background information for selection purposes and conferred with sales representatives to learn about new materials in 66.7 percent of the elementary schools, and in 62.5 percent of the secondary schools. Also, they evaluated and selected nonprint materials in 71.4 percent of the elementary schools and in 65.5 percent of the secondary schools.

Comparison of Tables 16 and 17 shows the greatest difference in performance rates for conducting workshops and training for teachers in evaluation and selection of materials. Audiovisual specialists performed this task in 52.4 percent of the participating elementary schools, but in only 21.4 percent of the participating secondary schools in which they were employed.

Technicians--As shown in Tables 16 and 17, selection of audiovisual equipment was the greatest concern of technicians in both elementary and secondary schools in the survey. Technicians in secondary schools performed three of the six tasks involving the selection of equipment in approximately one-fourth of the schools in which they were employed--"helps to determine specifications for purchase of audiovisual equipment," 27.4 percent; "confers with faculty and administration regarding selection of audiovisual equipment," 24.2 percent; and "evaluates and selects audiovisual equipment such as projectors, phonographs, and tape recorders," 27.4 percent. Technicians in elementary schools performed the first and third of these tasks in approximately one-third of the schools in which they were employed. They performed the selection task, "maintains materials and equipment evaluation file," in over one-fourth of the schools.

The lowest performance rates for selection of materials and equipment on both levels was shown for the tasks involving policy decisions. Frequently, technicians were reported as not performing such tasks.

The greatest difference in performance rates of technicians was found for conferring with sales representatives to learn of new materials and equipment. They performed this task in 6.3 percent of the elementary schools, but in 22.6 percent of the secondary schools.

Clerks or Aides --Paid clerks or aides in the centers studied had little to do with the selection of materials and equipment. Their performance rates exceeded 10 percent for only three of the selection tasks. The highest performance rate on both the elementary and secondary levels was reported for scanning local publications and periodicals for resource materials and information--17.8 percent of the participating elementary schools and 19.1 percent of the participating secondary schools employing such personnel. The other two tasks performed by clerks or aides in over 10 percent of the participating elementary and secondary schools involved the maintenance of evaluation files and selection aids.

District or Contract Personnel--Elementary schools, again, made use of district selection services to a greater extent than did secondary schools. As shown in Tables 16 and 17, performance rates for each of the 18 tasks were higher for elementary than for secondary schools. District personnel participated in the development of specifications for furnishings and equipment, and evaluation and selection of audiovisual equipment in the highest proportion of schools on both levels--58.2 percent on the elementary level and 35.6 percent of the secondary.

District personnel performed 14 of the 18 selection tasks for over 25 percent of the participating elementary schools. Of these 14 tasks, four were performed at the district level for over 50 percent of the elementary schools in the survey, and all were related to evaluation and selection of equipment and determination of specifications for purchase of library furnishings. In contrast, none of the tasks was performed at the district level for more than 50 percent of the secondary schools in the survey, but district personnel performed three of the above-mentioned tasks for over one-third of the secondary schools. Again, these three tasks were related to selection of library equipment and furnishings. The fourth of the above-mentioned tasks, conferring with sales representatives, was performed by district personnel for one-fourth of the secondary schools.

Acquisition Tasks

After selection of materials and equipment to be obtained has been made, acquisition of them is an important duty of the library media center staff. The *Task Analysis Survey Instrument* included seven tasks related to this duty.

Heads of Library Media Centers--In general, heads of library media centers performed the tasks involved in the acquisition of materials and equipment in a greater percentage of elementary schools than of secondary schools included in the survey. As shown in Tables 18 and 19, an exception was following up outstanding orders. Heads of library media centers performed this task in 54.3 percent of the participating secondary schools, but in 49.0 percent of the participating elementary schools. The task performed in the highest percents of elementary and secondary schools was acknowledging gifts and exchanges--75.3 percent and 75.4 percent, respectively.

Assistant Librarians--Performance rates for acquisition of materials by assistant librarians were generally higher on the elementary than on the secondary level. Tables 16 and 17 show that their greatest participation in the acquisition of materials was in unpacking and checking new materials and equipment. Their performance rates were 50.0 percent on the elementary level and 40.1 percent on the secondary level.

Audiovisual Specialists--Audiovisual specialists performed acquisition tasks more frequently in elementary than in secondary schools. However, performance rates on both levels were below 20.0 percent. On the secondary level, performance rates for all but one of the tasks were below 10 percent, as shown in Table 17; audiovisual specialists unpacked new materials and equipment and verified the invoices in 18.5 percent of the participating secondary schools in which they were employed. The highest performance rate on the elementary

TABLE 18.--PERCENT OF ELEMENTARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED TASKS IN THE ACQUISITION OF MATERIALS AND EQUIPMENT

TASKS	STAFF POSITION					DISTRICT OR CONTRACT PERSONNEL
	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	
FOLLOWS UP OUTSTANDING ORDERS	49.0	38.0	19.0	6.3	33.8	37.7
UNPACKS AND CHECKS NEW MATERIALS AND EQUIPMENT RECEIVED, AND VERIFIES INVOICES WITH SHIPMENT AND ORDER	48.1	50.0	19.0	6.3	57.8	28.5
OPENS NEW BOOKS AND COLLATES PAGES	36.0	42.0	9.5	25.0	56.4	22.6
ASSIGNS ACCESSION OR COPY NUMBERS	40.6	38.0	4.8	12.5	48.4	27.2
POSTS RECEIPT OF PERIODICAL ISSUES AND DETERMINES WHETHER ISSUES ARE MISSING	41.8	30.0	4.8	12.5	64.4	7.5
RETURNS MATERIALS SENT IN ERROR	46.9	22.0	9.5	12.5	47.6	23.4
ACKNOWLEDGES GIFTS AND EXCHANGES	75.3	36.0	14.3	...	19.6	14.6
TOTAL NUMBER OF SCHOOLS	239	50	21	16	225	239

level was reported for this task and for the task of following up outstanding orders--19.0 percent for both.

Technicians--The greatest differences between performance rates for technicians in the elementary- and secondary-school library media centers were for unpacking and checking new materials and equipment, and opening new books and collating pages. As shown in Tables 16 and 17, technicians unpacked and checked new materials and equipment in only 6.3 percent of the participating elementary schools in which they were employed, but in 25.8 percent of the participating secondary schools in which they were employed. The opposite responses were given for opening new books and collating pages. Technicians performed this task in 25.0 percent of the elementary schools, but in 8.1 percent of the secondary schools. Performance rates for all other tasks were below 15 percent on both levels.

Clerks or Aides--Clerks or aides performed most acquisition tasks in a higher percentage of the elementary and secondary schools in which they were employed than personnel in any of the other staff positions in the survey. Tables 16 and 17 show that they consistently performed acquisition tasks in a higher percentage of the secondary schools than of the elementary schools.

The highest performance rates recorded for clerks or aides in the secondary schools were for unpacking and checking new materials and equipment and posting receipt of periodical issues--74.8 percent and 74.0 percent, respectively. The highest performance rate for clerks or aides in the elementary schools was 64.4 percent, for posting receipt of periodical issues.

District or Contract Personnel--The elementary-school library media centers made greater use of district services than did the

TABLE 19.--PERCENT OF SECONDARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED TASKS IN THE ACQUISITION OF MATERIALS AND EQUIPMENT

TASKS	STAFF POSITION					DISTRICT OR CONTRACT PERSONNEL
	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	
FOLLOWS UP OUTSTANDING ORDERS	54.3	29.8	7.1	12.9	46.1	20.4
UNPACKS AND CHECKS NEW MATERIALS AND EQUIPMENT RECEIVED, AND VERIFIES INVOICES WITH SHIPMENT AND ORDER	46.4	40.1	18.5	25.8	74.8	16.9
OPENS NEW BOOKS AND COLLATES PAGES	20.2	22.4	...	8.1	57.8	11.6
ASSIGNS ACCESSION OR COPY NUMBERS	30.3	37.1	3.6	12.9	63.4	14.9
POSTS RECEIPT OF PERIODICAL ISSUES AND DETERMINES WHETHER ISSUES ARE MISSING	18.2	26.4	3.0	8.1	74.0	1.5
RETURNS MATERIALS SENT IN ERROR	37.6	27.1	5.4	12.9	66.2	11.4
ACKNOWLEDGES GIFTS AND EXCHANGES	75.4	34.8	4.2	4.8	35.1	4.0
TOTAL NUMBER OF SCHOOLS	455	299	168	62	393	455

TABLE 20.--PERCENT OF ELEMENTARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED TASKS IN THE PRODUCTION OF MATERIALS

	STAFF POSITION					
TASKS	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	DISTRICT OR CONTRACT PERSONNEL
DEVELOPS AND ASSEMBLES KITS OF MATERIALS	51.5	62.0	42.9	31.3	24.9	10.5
ADAPTS COMMERCIAL MATERIALS AND EQUIPMENT TO MEET SPECIAL NEEDS	56.9	52.0	52.4	37.5	11.6	13.4
DESIGNS NEW AUDIOVISUAL MATERIALS FOR INSTRUCTIONAL USE(I.E.,SLIDES, FILMSTRIPS, CHARTS, GRAPHS)	42.3	36.0	100.0	43.8	8.9	22.2
DESIGNS PRINTED PUBLICITY MATERIALS, POSTERS, BOOKMARKS AND OTHER GRAPHIC DISPLAYS	56.1	50.0	28.6	37.5	21.3	18.8
OPERATES LETTERING AND DRAWING DEVICES	26.8	26.0	28.6	56.3	29.8	10.5
HAND LETTERS MATERIALS	46.9	46.0	28.6	31.3	45.3	8.8
PERFORMS ROUTINE PRINT SHOP ACTIVITIES	2.1	6.0	...	50.0	7.6	18.0
DUPLICATES OR COPIES PRINT MATERIALS FOR INSTRUCTIONAL USE	31.8	34.0	23.8	56.3	65.3	14.2
MICROFILMS MATERIALS	.8	2.0	14.3	12.5	.9	5.0
REPRODUCES TEACHER-MADE AND STUDENT-MADE MATERIALS	22.2	16.0	42.9	50.0	40.9	15.1
MAKES SIMPLE DISPLAY DEVICES FOR USE IN INSTRUCTION(I.E.,FELT BOARDS, BULLETIN BOARDS, ETC.)	66.5	62.0	14.3	37.5	40.4	3.8
HANDCRAFTS DOLLS, PUPPETS, DIORAMAS, AND INSTRUCTIONAL MODELS	23.4	20.0	19.0	18.8	11.1	3.3
PRODUCES SPECIALIZED MATERIALS FOR CURRICULAR OR OTHER NEEDS	37.2	38.0	47.6	31.3	14.2	26.8
DUPLICATES TAPE RECORDINGS	22.6	18.0	61.9	81.3	10.2	31.4
DEVELOPS SPECIAL TAPES FOR SCHOOL NEEDS	36.8	30.0	66.7	50.0	5.3	28.0
RECORDS MEETINGS, SPEECHES, PROGRAMS, AND PERFORMANCES	23.8	14.0	57.1	56.3	4.9	20.5
DIRECTS SCHOOL-OPERATED RADIO STATION	.4	2.0	4.8	...	...	1.7
DIRECTS SCHOOL-OPERATED TV STATION	1.3	2.0	9.5	12.5	.9	5.4
ASSISTS IN PRODUCTION OF RADIO PROGRAMS	2.5	4.0	19.0	6.3	.4	5.0
ASSISTS IN PRODUCTION OF TV PROGRAMS	6.7	6.0	28.6	31.3	.9	8.8
PHOTOGRAPHS SCHOOL ACTIVITIES AND GROUPS	23.8	10.0	57.1	68.8	3.1	29.3
PROCESSES AND PRINTS PHOTOGRAPHS	.8	...	38.1	31.3	.4	29.7
SUPERVISES SCHOOL FILM PRODUCTION	2.9	2.0	23.8	31.3	...	14.6
PREPARES MATERIALS FOR DIAL-ACCESS AND COMPUTER EQUIPMENT	3.3	4.0	14.3	18.8	...	8.8
TOTAL NUMBER OF SCHOOLS	239	50	21	16	225	239

secondary-school library media centers. As shown in Tables 16 and 17, the elementary-school staffs tended to rely on district centers to perform the tasks more often carried out by clerks or aides in the secondary-school library media centers. For example, accession or copy numbers were assigned to new materials by clerks or aides in 48.4 percent of the elementary schools and by district personnel for 27.2 percent of those schools. These assignments were made by clerks or aides in 63.4 percent of the secondary schools and by district personnel for 14.9 percent of the secondary schools. Similar differences were found for all acquisition tasks.

Production Tasks

For a library media center to provide for the close rapport of the instructional needs of a school, provision must be made for the actual production of special materials that are needed. The Task Analysis Survey Instrument used in the study contained 22 separate tasks related to this duty.

Heads of Library Media Centers--In general, production tasks were performed by heads of library media centers in higher percentages of elementary than of secondary schools in the survey. As shown in Table 20, the task per-

TABLE 21.--PERCENT OF SECONDARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED TASKS IN THE PRODUCTION OF MATERIALS

TASKS	STAFF POSITION					DISTRICT OR CONTRACT PERSONNEL
	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	
DEVELOPS AND ASSEMBLES KITS OF MATERIALS........	35.8	44.8	20.8	9.7	23.2	6.8
ADAPTS COMMERCIAL MATERIALS AND EQUIPMENT TO MEET SPECIAL NEEDS	44.2	43.8	48.8	25.8	12.0	8.8
DESIGNS NEW AUDIOVISUAL MATERIALS FOR INSTRUCTIONAL USE(I.E.,SLIDES, FILMSTRIPS, CHARTS, GRAPHS)	25.3	20.1	75.0	41.9	7.4	15.8
DESIGNS PRINTED PUBLICITY MATERIALS, POSTERS, BOOKMARKS AND OTHER GRAPHIC DISPLAYS	42.2	46.2	32.1	25.8	20.4	9.7
OPERATES LETTERING AND DRAWING DEVICES	20.0	20.7	31.0	40.3	29.5	6.6
HAND LETTERS MATERIALS.........................	28.8	32.4	23.2	32.3	42.0	5.5
PERFORMS ROUTINE PRINT SHOP ACTIVITIES	.9	.7	6.5	16.1	10.4	8.4
DUPLICATES OR COPIES PRINT MATERIALS FOR INSTRUCTIONAL USE	25.9	31.1	39.9	48.4	71.0	6.4
MICROFILMS MATERIALS...........................	2.6	2.0	8.9	6.5	2.5	4.8
REPRODUCES TEACHER-MADE AND STUDENT-MADE MATERIALS	18.0	23.7	51.8	45.2	43.5	9.0
MAKES SIMPLE DISPLAY DEVICES FOR USE IN INSTRUCTION(I.E.,FELT BOARDS, BULLETIN BOARDS, ETC.)...	36.3	40.5	29.2	29.0	26.7	4.6
HANDCRAFTS DOLLS, PUPPETS, DIORAMAS, AND INSTRUCTIONAL MODELS	4.8	4.0	8.3	3.2	3.8	4.0
PRODUCES SPECIALIZED MATERIALS FOR CURRICULAR OR OTHER NEEDS	21.3	16.4	47.6	41.9	13.0	13.8
DUPLICATES TAPE RECORDINGS	18.0	15.1	70.8	50.0	12.5	16.5
DEVELOPS SPECIAL TAPES FOR SCHOOL NEEDS........	20.4	16.7	76.2	40.3	6.9	15.8
RECORDS MEETINGS, SPEECHES, PROGRAMS, AND PERFORMANCES	13.6	9.4	76.2	40.3	5.9	11.0
DIRECTS SCHOOL-OPERATED RADIO STATION	.7	1.0	5.4	3.2	.3	4.4
DIRECTS SCHOOL-OPERATED TV STATION	1.3	1.0	14.3	8.1	1.0	7.5
ASSISTS IN PRODUCTION OF RADIO PROGRAMS	1.5	2.0	6.5	6.5	.5	5.5
ASSISTS IN PRODUCTION OF TV PROGRAMS	4.6	3.0	25.6	22.6	1.3	11.2
PHOTOGRAPHS SCHOOL ACTIVITIES AND GROUPS	6.2	4.3	31.5	29.0	1.0	12.3
PROCESSES AND PRINTS PHOTOGRAPHS	1.1	.3	27.4	25.8	.8	11.0
SUPERVISES SCHOOL FILM PRODUCTION	3.7	1.3	29.8	8.1	.8	8.4
PREPARES MATERIALS FOR DIAL-ACCESS AND COMPUTER EQUIPMENT	3.1	2.7	11.9	14.5	2.3	6.4
TOTAL NUMBER OF SCHOOLS	455	299	168	62	393	455

formed by heads of library media centers in the highest percentage (66.5 percent) of participating elementary schools was making display devices, such as felt boards and bulletin boards, for use in instruction. Table 21 shows that heads of library media centers performed the task of adapting commercial materials and equipment to meet special needs in the highest percentage (44.2 percent) of participating secondary schools.

Of the 24 production tasks, heads of library media centers performed four in more than 50 percent of the elementary schools. These tasks were the development of material kits, the adaptation of commercial materials and equipment, the designing of publicity materials and graphic displays, and the making of simple display devices of the types mentioned above. They performed none of the tasks in as many as 50 percent of the participating secondary schools.

Heads of library media centers performed the following tasks in less than 10 percent of the participating schools on both levels: performance of routine shop activities, microfilm production, radio and television production, photographic production, and production of materials for dial-access and computer equipment. Because few schools have facilities for use in these areas, this finding was not surprising.

Assistant Librarians--The performance pattern for assistant librarians was similar to that for heads of library media centers. In general, assistant librarians performed production tasks in higher percentages of elementary than secondary schools in which they were employed.

Assistant librarians performed the tasks of developing and assembling kits of materials and making simple display devices for use in instruction in the highest percentage of participating elementary schools in which they were employed--62.0 percent. As shown in Table 20, they performed two of the 24 production tasks in approximately one-half of the participating elementary schools--adapting commercial materials and equipment to meet special needs and designing publicity materials, posters, bookmarks and other graphic displays. Assistant librarians performed six additional production tasks in more than 25 percent, but less than 50 percent, of the elementary schools in the survey. Performance rates for these six tasks related to the production of new materials and the duplication of printed materials for instructional use were as follows:

Designs new audiovisual materials for instructional use..............	36.0%
Operates lettering and drawing devices..........................	26.0
Hand letters materials..............	46.0
Duplicates or copies print materials for instructional use.............	34.0
Produces specialized materials for curricular or other needs.........	38.0
Develops special tapes for school needs............................	30.0

On the secondary level, assistant librarians designed publicity materials and graphic displays in the highest percentage of participating secondary schools. As shown in Table 21, their performance rate for this task was 46.2 percent. They performed none of the tasks in as many as 50 percent of the participating secondary schools in which they were employed; however, they did perform six tasks in more than 25 percent, but less than 50 percent, of the schools. Those six tasks and the respective performance rates were: development of kits, 44.8 percent; adaptation of commercial materials and equipment, 43.8 percent; design of publicity materials and graphic displays, 46.2 percent; hand lettering, 32.4 percent; duplication of print materials, 31.1 percent; and making simple display devices, 40.5 percent.

The tasks performed by assistant librarians in the lowest percentages of both elementary and secondary schools were of the same types as reported for the heads of library media centers (i.e., performance of routine shop activities, microfilm production, radio and television production, photographic production, and production of materials for dial-access and computer equipment). Again, these tasks were performed in less than 10 percent of the participating schools on both levels.

Audiovisual Specialists--Audiovisual specialists performed the production task, "designs new audiovisual materials for instructional use," in the highest percentage of elementary schools in which they were employed. Their performance rate for this task was 100.0 percent. They performed this task in 75.0 percent of the participating secondary schools in which they were employed.

The production tasks performed by audiovisual specialists in the highest percentages of secondary schools in which they were employed were developing special tapes for school use and recording meetings, speeches, programs, and performances. They performed both of these tasks in 76.2 percent of the secondary schools. Comparison of Tables 20 and 21 shows that lower performance rates for these tasks were reported for audiovisual specialists in elementary then in secondary schools--30.0 percent and 14.0 percent, respectively.

The two tasks receiving the least attention from audiovisual specialists in both the participating elementary and secondary schools were performance of routine print shop activities and direction of a school-operated radio station. Respondents from most of the secondary schools in the survey indicated the presence of a separate print shop as part of the school plant. However, audiovisual specialists performed such activities in 6.5 percent of the secondary schools in which they were employed. No audiovisual specialists in the elementary schools indicated participation in these activities; 18.0 percent of the elementary schools in the survey relied on district personnel for print shop services. Audiovisual specialists directed school-operated radio stations in approximately 5 percent of both the participating elementary and secondary schools in which they were employed.

The greatest differences between performance rates on the elementary level and those on the secondary level were found for designing new audiovisual materials for instructional use and photographing school activities and groups. Audiovisual specialists designed new audiovisual materials in all of the elementary schools, but in 75.0 percent of the secondary schools in which they were employed. They photographed school activities and groups in 57.1 percent of the elementary schools, but in 31.5 percent of the secondary schools.

Other production tasks performed by audiovisual specialists in approximately 50 percent of the participating elementary schools in which they were employed were adapting commercial materials and equipment to meet special needs and producing specialized materials for curricular or other needs--52.4 percent and 47.6 percent, respectively. Others performed by audiovisual specialists in approximately 50 percent of the participating secondary schools in which they were employed were, again, adapting commercial materials and equipment to meet special needs and reproducing teacher-made and student-made materials--48.8 percent and 51.8 percent, respectively.

Audiovisual specialists performed routine print shop activities and directed school-operated radio stations in the lowest percentages of schools on both levels in which they were employed. They performed the first task in 6.5 percent of the secondary schools but in none of the elementary schools; they performed the second task in 5.4 percent of the secondary schools and 4.8 percent of the elementary schools.

Technicians--Technicians duplicated tape recordings in the highest percentage of participating elementary and secondary schools in which they were employed. Their performance rates were 81.3 percent in the elementary schools and 50.0 percent in the secondary schools. As shown in Table 20, other tasks performed by technicians in more than 50 percent, but less than 75 percent, of the participating elementary schools were related to lettering, duplicating, reproducing, recording, photographing, and developing special tapes.

Technicians performed 13 of the 24 production tasks in more than 25 percent, but less than 50 percent, of the participating secondary schools in which they were employed. These 13 tasks were related to reproduction of materials, lettering, production of instructional devices, recording, and photography.

The lowest performance rates on both the elementary and secondary levels were for direction of school-operated radio stations--zero and 3.2 percent, respectively. Technicians also handcrafted dolls, puppets, dioramas, and instructional models in only 3.2 percent of the secondary schools.

The greatest differences between performance rates for technicians in the elementary and the secondary schools were for performance of routine print shop activities and photographing school activities and groups. Performance rates for the two tasks on the elementary-school level were 50.0 percent and 68.8 percent, respectively; those on the secondary-school level were 16.1 percent and 29.0 percent, respectively.

Clerks or Aides--Clerks and aides had less to do with production than did other personnel on the library media center staff. They performed the task of duplicating printed materials for instructional use in the greatest percent of both elementary and secondary schools in which they were employed. Clerks performed this task in 65.3 percent of the participating elementary schools, and in 71.0 percent of the participating secondary schools. They performed none of the other tasks in over 50 percent of either elementary or secondary schools.

In general, performance rates for the two levels were similar with the exception of those for two tasks--making simple display devices for instructional use; and handcrafting of dolls, puppets, dioramas, and instructional models. Clerks performed the first task in 40.4 percent of the elementary schools in which they were employed, and in 26.7 percent of the secondary schools in which they were employed. They performed the second task in 11.1 percent of the elementary schools, but in 3.8 percent of the secondary schools. Response rates for the two tasks are indicative of a difference in curricular needs between the two levels.

The lowest performance rates reported for clerks in both elementary and secondary schools were for activities such as graphic production, recording, photography, radio/television production, and preparation of materials for electronic equipment (i.e., dial-access and computer equipment). Performance rates of less than 10 percent were reported for all these tasks. Three of the tasks were not performed at all by clerks on the elementary-school level.

District or Contract Personnel--District services were used to a greater extent by the staffs of library media centers on the elementary- than on the secondary-school level. However, in no instance were production tasks performed by district personnel for more than one-third of the schools on either level. The highest performance rates were reported for duplication of tape recordings--31.4 percent on the elementary level and 16.5 percent on the secondary level.

Of the 24 production tasks, only five were performed by district personnel for over 25 percent of the elementary schools. These five tasks involved tape recording, photography, and the production of specialized materials. The staffs of secondary-school library media centers made the greatest use of district services in tape recording, producing specialized materials and designing new audiovisual materials. However, the percents of secondary schools relying on district personnel for these services ranged from only 13.8 to 16.5.

District personnel performed three production tasks for less than 5 percent of the

TABLE 22.--PERCENT OF ELEMENTARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED TASKS IN PREPARATION OF MATERIALS

TASKS	STAFF POSITION					DISTRICT OR CONTRACT PERSONNEL
	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	
CLIPS DESIGNATED ITEMS FROM NEWSPAPERS AND MAGAZINES	59.4	48.0	19.0	18.8	43.6	3.8
LABELS LIBRARY MATERIALS SUCH AS PAMPHLETS, PICTURES AND CLIPPINGS	52.7	46.0	14.3	12.5	68.9	2.5
DETERMINES METHODS AND PROCEDURES FOR PREPARATION OF MATERIALS	45.6	20.0	52.4	37.5	3.1	31.0
MOUNTS OR LAMINATES PICTURES, CLIPPINGS, SLIDES, ETC.	39.3	48.0	61.9	68.8	41.8	20.9
MOUNTS TRANSPARENCIES AND SLIDES	34.3	32.0	61.9	68.8	35.6	19.7
REINFORCES BOOKS, MAGAZINES, AND OTHER PAPER-BOUND MATERIALS	35.6	32.0	9.5	18.8	63.1	8.8
SHELLACS OR LACQUERS BOOK SPINES AND COVERS	21.3	22.0	...	18.8	52.4	10.5
SPRAYS MAPS AND PICTURES WITH PLASTIC FIXATIVE FOR PRESERVATION	12.6	14.0	14.3	43.8	37.8	7.9
MAKES COVERS AND CONTAINERS FOR BOOKS AND MATERIALS	19.7	18.0	4.8	18.8	45.3	7.5
COVERS BOOKS WITH PLASTIC JACKETS	15.9	16.0	4.8	6.3	51.6	18.4
INSERTS CURRENT ISSUES OF PERIODICALS IN PLASTIC COVERS	12.1	12.0	...	6.3	31.6	...
PUTS CURRENT NEWSPAPER ON RODS	9.2	10.0	...	...	19.1	...
PASTES POCKETS AND DATE-DUE SLIPS IN MATERIALS	23.4	20.0	4.8	12.5	74.7	19.2
PLACES CALL NUMBERS, CLASSIFICATION NUMBERS, COPY NUMBERS, ETC. IN/ON BOOKS AND OTHER MATERIALS	33.5	30.0	4.8	18.8	57.8	41.4
STAMPS OWNERSHIP MARK ON ALL MATERIALS	27.6	18.0	9.5	18.8	64.9	28.0
PLACES SUBJECT HEADINGS ON VERTICAL FILE FOLDERS	56.5	42.0	14.3	6.3	57.3	3.3
TYPES CARDS, POCKETS, AND LABELS FOR MATERIALS	28.5	24.0	9.5	12.5	81.3	24.7
TOTAL NUMBER OF SCHOOLS	239	50	21	16	225	239

reporting elementary and secondary schools--making simple display devices; handcrafting dolls, puppets, dioramas, and instructional models; and directing school-operated radio stations. Responses for the third service implied that the "school-operated radio stations" referred to were actually school district-operated radio stations.

Preparation Tasks

Whether materials are produced in the library media center or produced commercially, certain processes in the physical preparation of these materials must be carried out before they can be effectively organized for circulation. Those processes do not involve production but rather activities such as labeling, mounting, and covering materials.

The duties of preparation and organization of materials are so closely related they could be integrated into one duty; however, for purposes of this report the two were considered separately, the duty, preparation of materials, including 17 tasks related to the physical preparation, or processing, of materials.

Heads of Library Media Centers--The highest performance rates for heads of centers in both elementary and secondary schools were for clipping designated items from newspapers and magazines. Tables 22 and 23 show that heads of centers clipped designated items from newspapers and magazines in 59.4 percent of the participating elementary schools, and in 40.9 percent of the participating secondary schools. Further, they labeled materials and placed subject headings on vertical file folders in over 50 percent of the elementary schools.

As shown in Table 22, heads of library media centers performed seven of the 17 preparation tasks in over 25, but less than 50, percent of the participating elementary schools. These seven tasks involved activities such as mounting and laminating pictures, clippings, and slides; reinforcing books; and placing identifying information on materials. As shown in Table 23, heads of library media centers

TABLE 23.--PERCENT OF SECONDARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED TASKS IN PREPARATION OF MATERIALS

TASKS	STAFF POSITION					DISTRICT OR CONTRACT PERSONNEL
	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	
CLIPS DESIGNATED ITEMS FROM NEWSPAPERS AND MAGAZINES	40.9	54.8	8.3	9.7	41.2	1.1
LABELS LIBRARY MATERIALS SUCH AS PAMPHLETS, PICTURES AND CLIPPINGS	32.5	54.2	4.8	12.9	63.4	1.5
DETERMINES METHODS AND PROCEDURES FOR PREPARATION OF MATERIALS	38.7	28.4	54.2	25.8	5.9	15.4
MOUNTS OR LAMINATES PICTURES, CLIPPINGS, SLIDES, ETC.	23.3	25.8	56.0	58.1	33.6	14.5
MOUNTS TRANSPARENCIES AND SLIDES	17.6	17.4	60.7	54.8	23.7	14.7
REINFORCES BOOKS, MAGAZINES, AND OTHER PAPERBOUND MATERIALS	22.2	30.1	4.8	17.7	72.8	8.8
SHELLACS OR LACQUERS BOOK SPINES AND COVERS	12.7	15.7	.6	8.1	49.9	9.0
SPRAYS MAPS AND PICTURES WITH PLASTIC FIXATIVE FOR PRESERVATION	9.0	7.4	17.9	24.2	26.5	6.2
MAKES COVERS AND CONTAINERS FOR BOOKS AND MATERIALS	9.7	12.7	2.4	12.9	41.2	5.3
COVERS BOOKS WITH PLASTIC JACKETS	8.1	10.7	1.8	9.7	51.7	11.0
INSERTS CURRENT ISSUES OF PERIODICALS IN PLASTIC COVERS	7.7	12.7	1.8	8.1	45.8	.4
PUTS CURRENT NEWSPAPER ON RODS	10.1	16.1	1.2	1.6	42.5	.4
PASTES POCKETS AND DATE-DUE SLIPS IN MATERIALS	7.5	10.0	1.8	11.3	53.7	11.6
PLACES CALL NUMBERS, CLASSIFICATION NUMBERS, COPY NUMBERS, ETC. IN/ON BOOKS AND OTHER MATERIALS	27.3	33.1	2.4	14.5	69.0	22.9
STAMPS OWNERSHIP MARK ON ALL MATERIALS	11.4	13.4	3.0	16.1	62.3	15.4
PLACES SUBJECT HEADINGS ON VERTICAL FILE FOLDERS	34.7	51.5	6.0	11.3	60.3	.9
TYPES CARDS, POCKETS, AND LABELS FOR MATERIALS	13.0	18.4	3.0	12.9	91.1	16.9
TOTAL NUMBER OF SCHOOLS	455	299	168	62	393	455

performed five of the 17 tasks in over 25, but less than 50, percent of the participating secondary schools--clipping designated items from newspapers and magazines, 40.9 percent; labeling library materials such as pamphlets, pictures, and clippings, 32.5 percent; determining methods and procedures for preparation of materials, 38.7 percent; placing identifying numbers in/on books and other materials, 27.3 percent; placing subject headings on vertical file folders, 34.7 percent.

The lowest performance rate for heads of centers in elementary schools was for putting current newspapers on rods--9.2 percent. The lowest performance rates for those in secondary schools were for the tasks of pasting pockets and date-due slips in materials and inserting current issues of periodicals in plastic covers--7.5 and 7.7 percents, respectively.

The greatest differences between performance rates for heads of library media centers in the elementary and secondary schools was for labeling materials and placing subject headings on vertical file folders. Differences of approximately 20 percentage points were reported for the performance of the two tasks. Heads of centers performed both tasks in a higher percentage of elementary than secondary schools. The respective performance rates for labeling materials were 52.7 percent and 32.5 percent. Those for placing subject headings on vertical file folders were 56.5 percent and 34.7 percent.

A greater percentage of the heads of secondary- than of elementary-school library media centers relied on district personnel for the performance of preparation tasks. Tasks with an approximate difference of 10 percentage points between performance rates on the two levels implied the differentiation of tasks allowed by the larger staff in participating secondary-school library media centers.

Assistant Librarians--Assistant librarians performed the task of clipping designated items from newspapers and magazines in the greatest percentage of both participating elementary and secondary schools in which they were employed.

Their performance rate for this task in participating elementary-school library media centers was 48.0 percent and in participating secondary-school library media centers, 54.8 percent. Assistant librarians also mounted or laminated pictures and clippings in 48.0 percent of the elementary schools.

Assistant librarians performed tasks, such as labeling materials and placing subject headings on vertical file folders, in 54.2 percent and 51.5 percent of the secondary schools, respectively. They performed no other tasks in this category in more than 50 percent of the participating schools in which they were employed.

Performance rates for tasks, other than those previously mentioned, performed by assistant librarians in more than 25, but less than 50, percent of the participating elementary schools, were as follows:

Labels library materials such as pamphlets, pictures, and clippings..........................	46.0%
Mounts transparencies and slides.....	32.0
Reinforces books, magazines, and other paperbound materials.........	32.0
Places call numbers, classification numbers, copy numbers, etc. in/on books and other materials..........................	30.0
Places subject headings on vertical file folders.................	42.0

Assistant librarians performed only four of the 17 preparation tasks in more than 25, but less than 50, percent of the secondary schools. Those four tasks were determining procedures for preparation of materials, 28.4 percent; mounting or laminating pictures and clippings, 25.8 percent; reinforcing books and other materials, 30.1 percent; and placing identifying numbers on books and other materials, 33.1 percent.

The lowest performance rate for assistant librarians in elementary schools was reported for putting current newspapers on rods. They performed this task in 10.0 percent of the elementary schools in which they were employed.

A performance rate of less than 10 percent was reported for only one preparation task performed by assistant librarians in participating schools in which they were employed. They sprayed maps and pictures with plastic fixative for preservation purposes in 7.4 percent of the secondary schools.

Audiovisual Specialists--Audiovisual specialists were involved to a substantial degree in only three of the 17 preparation tasks. They performed each of the three tasks in over one-half of the participating elementary and secondary schools in which they were employed. The three tasks and respective performance rates were:

	Elementary	Secondary
Determines methods and procedures for preparation of materials..........	52.4%	54.2%
Mounts or laminates pictures, clippings, etc.........	61.9	56.0
Mounts transparencies and slides.........	61.9	60.7

As shown in Tables 22 and 23, audiovisual specialists performed the majority of the tasks in this category in less than 10 percent of the participating secondary schools in which they were employed, and in less than 20 percent of the participating elementary schools in which they were employed.

Technicians--As shown in Tables 22 and 23, the preparation tasks performed by technicians in the greatest percentage of the both elementary and secondary schools in which they were employed were mounting or laminating pictures and clippings, and mounting transparencies and slides. Technicians performed both tasks in 68.8 percent of the participating elementary schools in which they were employed and in 56.0 percent and 60.7 percent, respectively, of the participating secondary schools in which they were employed. They performed two additional tasks in substantial percents of the elementary schools--spraying maps and pictures with plastic fixative and determining procedures for preparation of materials. Performance rates for the two tasks were 43.3 percent and 37.5 percent, respectively. Performance rates for these tasks on the secondary level were 24.2 percent and 25.8 percent, respectively.

Technicians performed the remaining preparation tasks in less than 25 percent of both the participating elementary and secondary schools. Their lowest performance rate was for putting current newspapers on rods. They performed this task in 1.6 percent of the secondary schools in which they were employed; no technicians performed this task in participating elementary schools.

Clerks or Aides--In general, clerks or aides performed preparation tasks in higher percentages of participating schools in which they were employed than personnel in any of the other staff positions. Tables 22 and 23 show an exception in the performance rates for determining methods and procedures for preparation of materials; clerks or aides performed this task in only 3.1 percent of the elementary schools, and only 5.9 percent of the secondary schools. The performance rates for each of the other four staff positions on both school levels were greater than for clerks or aides. Additional tasks with greater performance rates for other staff positions than for clerks or aides were clipping designated items from newspapers and magazines, mounting or laminating pictures and clippings, mounting transparencies and slides, and spraying maps and pictures with plastic fixative. Differences in performance rates are shown in Tables 22 and 23.

Clerks or aides performed the task of typing cards, pockets, and labels for materials in the greatest percentage of the elementary and secondary schools in which they were employed. They performed this task in 81.3 percent of the elementary schools and in 91.1 percent of the secondary schools.

Clerks or aides performed seven of the 17 preparation tasks in over one-half, but less than three-fourths, of the elementary and secondary schools in which they were employed. The seven tasks and the respective performance rates were:

	Elementary	Secondary
Labels library materials such as pamphlets, pictures, and clippings.......	68.9%	63.4%
Reinforces books, magazines, and other paperbound materials...........	63.1	72.8
Covers books with plastic jackets.....	51.6	51.7
Pastes pockets and date-due slips in materials...........	74.7	53.7
Places call numbers, classification numbers, copy numbers, etc. in/on books and other materials.	57.8	69.0
Stamps ownership mark on all materials....	64.9	62.3
Places subject headings on vertical file folders........	57.3	60.3

Clerks or aides performed an additional task in over one-half, but less than three-fourths of the elementary schools; they shellacked or lacquered book spines and covers in 52.4 percent of the elementary schools. They performed this task in 49.9 percent of the secondary schools.

The remaining tasks were performed by clerks or aides in one-fourth to one-half of the elementary and secondary schools in which they were employed, with the exception of putting current newspapers on rods in elementary schools. This task was performed by clerks or aides in only 19.1 percent of the elementary schools.

District or Contract Personnel--Comparison of Tables 22 and 23 shows that the staffs of elementary-school library media centers made more use of district services for preparation of materials than did those in secondary schools. District personnel placed identifying numbers on books and other materials (i.e., call numbers, classification numbers, copy numbers, etc.) for the greatest percentage of both elementary and secondary schools in the survey. This task was performed at the district level for 41.4 percent of the elementary schools and 22.9 percent of the secondary schools.

Staffs of library media centers relied on district personnel for the performance of two additional tasks in one-fourth to one-half of the elementary schools--determining methods and procedures for preparation of materials, and stamping ownership on materials. Performance rates for these tasks were 31.0 percent and 28.0 percent, respectively. In contrast, less than one-fourth of the staffs of secondary-school library media centers relied on district personnel for the performance of any of the preparation tasks.

Organizational Tasks

One of the most important duties in the school library media center is the organization of materials and equipment. Before they can be used to effectively support the curriculum, materials and equipment must be logically organized. The 30 tasks comprising the duty of organization were, therefore, considered important to the task analysis.

Cataloging and classification were grouped in this duty category because an important part of the organization of materials is the organization of the knowledge embodied in those materials.

Heads of Library Media Centers--Tasks involved in the organization of materials and equipment were performed largely by heads of library media centers and assistant librarians on both the elementary- and secondary-school levels. Heads of library media centers performed the task of planning for reorganization and location of materials collections in the greatest percentages of both elementary and secondary schools in the survey--93.7 percent on the elementary level and 88.3 percent on the secondary level. They performed only one other task in over 75 percent of the schools on each level--verifying preliminary filing of catalog and shelf list cards in 80.3 percent of the participating elementary schools, and establishing cataloging and classification policies in 78.5 percent of the secondary schools.

As shown in Table 24, heads of library media centers performed 14 of the 30 organizational

TABLE 24.--PERCENT OF ELEMENTARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED TASKS IN ORGANIZATION

TASKS	STAFF POSITION					DISTRICT OR CONTRACT PERSONNEL
	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	
ESTABLISHES CATALOGING AND CLASSIFICATION POLICIES	61.1	50.0	9.5	...	...	51.9
READS AND REVIEWS NEW MATERIALS FOR THE PURPOSE OF CLASSIFICATION	63.6	62.0	9.5	...	1.3	44.8
VERIFIES BIBLIOGRAPHIC DATA FOR CATALOGING PURPOSES....................................	49.0	42.0	4.8	6.3	7.6	46.0
CLASSIFIES AND CATALOGS ALL TYPES OF PRINT MATERIALS	56.1	56.0	...	...	6.7	51.0
CLASSIFIES AND CATALOGS ALL TYPES OF NONPRINT MATERIALS	65.7	54.0	14.3	12.5	12.0	39.7
MAKES FINAL CHECK ON ACCURACY OF CATALOGING AND CLASSIFICATION	69.0	60.0	4.8	...	5.8	33.9
ADAPTS COMMERCIALLY PRINTED CATALOG CARDS FOR LOCAL USE	36.8	44.0	...	6.3	27.1	38.9
PREPARES MAIN ENTRY CARDS	48.5	46.0	...	...	16.0	49.0
PREPARES SETS OF CATALOG CARDS FROM MAIN ENTRY CARDS	20.9	28.0	...	6.3	48.4	45.6
PROCESSES ADDED COPIES, NEW EDITIONS, AND RECATALOGED AND RECLASSIFIED MATERIALS.........	33.1	44.0	...	6.3	50.7	38.1
DETERMINES ADDED ENTRIES NEEDED................	62.8	60.0	4.8	...	6.7	36.0
ENTERS NEW INFORMATION ON EXISTING CATALOG CARDS..	44.8	44.0	...	6.3	43.1	21.8
PREPARES SHELF LIST CARDS FOR ALL MATERIALS ...	38.1	34.0	...	6.3	46.7	40.6
ARRANGES SHELF LIST CARDS IN CORRECT ORDER FOR FILING	42.3	40.0	4.8	12.5	70.7	7.1
ALPHABETIZES CATALOG CARDS FOR FILING	33.1	44.0	4.8	6.3	77.8	4.2
FILES CATALOG CARDS AND SHELF LIST CARDS ABOVE THE ROD	24.3	34.0	...	6.3	79.6	.8
VERIFIES PRELIMINARY FILING OF CATALOG AND SHELF LIST CARDS TO COMPLETE FILING	80.3	72.0	9.5	6.3	20.0	1.7
SORTS AND SHELVES BOOKS AND OTHER MATERIALS ...	40.6	56.0	9.5	18.8	77.8	.4
FILES PAMPHLETS, CLIPPINGS, PICTURES, AND OTHER VERTICAL FILE MATERIALS	41.8	50.0	14.3	12.5	73.8	...
READS SHELVES AND INFORMATION FILES AND MAINTAINS THEM IN PROPER ORDER	44.8	64.0	14.3	12.5	77.3	.4
PLANS FOR REORGANIZATION AND RELOCATION OF MATERIALS COLLECTIONS	93.7	80.0	28.6	6.3	14.7	2.9
SHIFTS MATERIALS, AND ADJUSTS LOCATION LABELS AS REQUIRED	71.5	70.0	14.3	25.0	62.7	...
REMOVES FROM CARD CATALOG CARDS FOR ITEMS WITHDRAWN FROM COLLECTION	57.7	68.0	9.5	6.3	64.9	.8
PROCESSES RECORDS FOR MATERIALS WITHDRAWN FROM COLLECTION	53.1	56.0	14.3	...	52.9	10.9
COMPILES AND REVISES BOOK CATALOGS OF PRINT AND NONPRINT MATERIALS	41.4	26.0	9.5	12.5	24.0	11.7
MAINTAINS ACCESSION AND INVENTORY RECORDS OF MATERIALS	63.6	54.0	19.0	12.5	45.3	18.4
MAINTAINS EQUIPMENT INVENTORIES	59.0	34.0	61.9	37.5	36.4	15.5
MAINTAINS RESERVE COLLECTION, ASSEMBLING AND CLEARING AS REQUIRED	56.9	54.0	9.5	...	37.3	3.8
ORGANIZES AND MAINTAINS SPECIAL COLLECTIONS OF PRINT MATERIALS	69.9	68.0	4.8	...	28.9	4.6
ORGANIZES AND MAINTAINS SPECIAL COLLECTIONS OF NONPRINT MATERIALS	70.7	56.0	52.4	18.8	27.6	9.2
TOTAL NUMBER OF SCHOOLS	239	50	21	16	225	239

TABLE 25.--PERCENT OF SECONDARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED TASKS IN ORGANIZATION

TASKS	STAFF POSITION					DISTRICT OR CONTRACT PERSONNEL
	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	
ESTABLISHES CATALOGING AND CLASSIFICATION POLICIES	78.5	56.2	7.1	1.6	.8	25.7
READS AND REVIEWS NEW MATERIALS FOR THE PURPOSE OF CLASSIFICATION	73.6	72.9	13.7	4.8	2.5	19.8
VERIFIES BIBLIOGRAPHIC DATA FOR CATALOGING PURPOSES....................................	62.0	65.2	7.1	6.5	12.0	20.7
CLASSIFIES AND CATALOGS ALL TYPES OF PRINT MATERIALS	67.0	68.6	3.6	6.5	9.9	28.1
CLASSIFIES AND CATALOGS ALL TYPES OF NONPRINT MATERIALS	60.0	61.2	26.2	12.9	9.9	24.2
MAKES FINAL CHECK ON ACCURACY OF CATALOGING AND CLASSIFICATION	73.0	57.9	3.6	3.2	4.3	14.7
ADAPTS COMMERCIALLY PRINTED CATALOG CARDS FOR LOCAL USE	40.0	42.8	1.8	6.5	37.9	22.0
PREPARES MAIN ENTRY CARDS	54.5	55.5	5.4	4.8	23.4	27.3
PREPARES SETS OF CATALOG CARDS FROM MAIN ENTRY CARDS	15.4	21.4	1.2	9.7	68.7	25.9
PROCESSES ADDED COPIES, NEW EDITIONS, AND RECATALOGED AND RECLASSIFIED MATERIALS.........	28.3	37.1	2.4	14.5	66.2	20.4
DETERMINES ADDED ENTRIES NEEDED................	67.2	71.2	8.9	4.8	5.9	17.8
ENTERS NEW INFORMATION ON EXISTING CATALOG CARDS..	33.6	43.8	4.8	9.7	60.6	7.7
PREPARES SHELF LIST CARDS FOR ALL MATERIALS ...	27.3	37.5	6.5	12.9	64.1	22.0
ARRANGES SHELF LIST CARDS IN CORRECT ORDER FOR FILING	20.2	27.1	3.0	8.1	77.4	1.8
ALPHABETIZES CATALOG CARDS FOR FILING	13.0	23.1	3.0	8.1	72.0	1.1
FILES CATALOG CARDS AND SHELF LIST CARDS ABOVE THE ROD	10.3	20.7	1.2	6.5	70.7	.7
VERIFIES PRELIMINARY FILING OF CATALOG AND SHELF LIST CARDS TO COMPLETE FILING	61.5	79.3	6.5	9.7	27.7	.4
SORTS AND SHELVES BOOKS AND OTHER MATERIALS ...	16.0	25.4	5.4	9.7	53.9	.9
FILES PAMPHLETS, CLIPPINGS, PICTURES, AND OTHER VERTICAL FILE MATERIALS	22.6	38.8	5.4	9.7	64.9	.7
READS SHELVES AND INFORMATION FILES AND MAINTAINS THEM IN PROPER ORDER	30.5	47.2	4.2	8.1	55.7	.2
PLANS FOR REORGANIZATION AND RELOCATION OF MATERIALS COLLECTIONS	88.3	80.3	22.0	3.2	9.4	2.0
SHIFTS MATERIALS, AND ADJUSTS LOCATION LABELS AS REQUIRED	46.8	61.2	6.0	9.7	59.8	.2
REMOVES FROM CARD CATALOG CARDS FOR ITEMS WITHDRAWN FROM COLLECTION	34.9	52.5	4.8	9.7	72.5	.4
PROCESSES RECORDS FOR MATERIALS WITHDRAWN FROM COLLECTION	39.1	45.1	6.0	14.5	64.9	3.3
COMPILES AND REVISES BOOK CATALOGS OF PRINT AND NONPRINT MATERIALS	25.7	25.1	10.7	11.3	17.3	5.9
MAINTAINS ACCESSION AND INVENTORY RECORDS OF MATERIALS	49.0	47.2	9.5	12.9	61.1	6.4
MAINTAINS EQUIPMENT INVENTORIES	44.8	35.8	63.7	32.3	45.3	7.7
MAINTAINS RESERVE COLLECTION, ASSEMBLING AND CLEARING AS REQUIRED	55.8	72.9	4.8	11.3	55.2	.9
ORGANIZES AND MAINTAINS SPECIAL COLLECTIONS OF PRINT MATERIALS	67.0	74.2	3.0	14.5	34.9	2.0
ORGANIZES AND MAINTAINS SPECIAL COLLECTIONS OF NONPRINT MATERIALS	51.9	52.8	50.0	16.1	26.3	6.2
TOTAL NUMBER OF SCHOOLS	455	299	168	62	393	455

tasks in more than 50, but less than 75, percent of the elementary schools in the survey. They performed 11 of the 30 tasks in more than 50, but less than 75, percent of the secondary schools in the survey. These tasks were related to cataloging and classification procedures, shifts and withdrawals of materials, and organization and maintenance of various types of collections.

Of the remaining organizational tasks, all but two were performed by heads of library media centers in over 25 percent of the elementary schools in the survey. Those two tasks were preparing sets of catalog cards from main entry cards and preliminary filing (i.e., filing above the rod) of catalog and shelf cards. These data implied that organization of materials and equipment was a major concern of heads of library media centers in survey schools on both the elementary and secondary levels.

Assistant Librarians--Performance rates of assistant librarians in both elementary and secondary schools showed greater involvement in planning for reorganization and relocation of materials collections than in any other of the 30 organizational tasks. They performed this task in 80.0 percent of the participating elementary schools in which they were employed, and in 80.3 percent of the participating secondary schools in which they were employed.

The only other organizational task performed by assistant librarians in over 75 percent of the secondary schools was verifying preliminary filing of catalog and shelf list cards. They performed this task in 79.3 percent of the secondary schools in which they were employed. Assistant librarians on the elementary school level performed this task in 72.0 percent of the elementary schools in which they were employed.

Assistant librarians performed tasks in this category to a greater extent than heads of library media centers. Of the 30 organizational tasks, 17 were performed by assistant librarians in over 50 percent of the elementary schools in which they were employed. As shown in Table 24, most of these tasks were related to cataloging and classification, though physical organization of materials was also included. The physical organization was carried out to a greater extent by assistant librarians in the elementary schools than by those in the secondary schools. The difference in performance rates is the result of larger staffs in the secondary school library media centers, allowing for greater differentiation of tasks.

Assistant librarians performed cataloging and classification tasks in a greater percentage of the secondary than of the elementary schools in which they were employed. Of the 30 organizational tasks, 15 were performed by assistant librarians in over 50 percent of the secondary schools. Again, the greater portion of these tasks related to cataloging and classification. Other related areas were reorganization and "weeding" of collections, and maintenance of special collections.

As shown in Table 25, performance rates below 25 percent were reported for only three of the tasks in this category. Assistant librarians on the secondary-school level, prepared sets of catalog cards from main entry cards, alphabetized catalog cards for filing, and did preliminary filing of catalog cards in less than one-fourth of the participating secondary schools in which they were employed. A comparison of these performance rates with the higher ones reported for clerks or aides performing the same tasks in secondary-school library media centers shows differences of between 40 to 50 percentage points. The data further substantiate the earlier inference that the larger library media center staffs on the secondary-school level allowed for a greater differentiation or specialization of tasks.

Audiovisual Specialists--Audiovisual specialists performed most of the organizational tasks in less than one-fourth of the participating elementary and secondary schools in which they were employed. Frequently, the performance rates were below 10 percent, as shown in Tables 24 and 25. However, exceptions were found for two tasks. Audiovisual specialists maintained equipment inventories in 61.9 percent of the participating elementary schools and in 63.7 percent of the participating secondary schools. They organized and maintained special collections of nonprint materials in 52.4 percent of the elementary schools and in 50.0 percent of the participating secondary schools.

Audiovisiual specialists performed two other tasks to a substantial degree--cataloging and classification of nonprint materials, and reorganization and relocation of materials collections. They cataloged and classified nonprint materials in 26.2 percent of the secondary schools in which they were employed; they participated in the reorganization and relocation of materials collections in 22.0 percent of those schools. Audiovisual specialists reorganized and relocated materials collections in 28.6 percent of the participating elementary schools in which they were employed.

Technicians--Technicians employed in the sample schools had less to do with the organization of materials and equipment than did audiovisual specialists. As shown in Tables 24 and 25, their performance rates for many tasks were below 10 percent. However, they performed the task of maintaining equipment inventories in 37.5 percent of the elementary schools and in

32.3 percent of the secondary schools in which they were employed. The performance of this task represented their greatest participation in organization. They performed only one other organizational task in 25 percent of the sample elementary schools in which they were employed--shifting materials, and adjusting location labels.

Clerks or Aides--Clerks or aides performed tasks related to work with catalog and shelf list cards and physical location of materials and equipment in the highest percentage of both elementary and secondary schools in which they were employed. Tables 24 and 25 show that they performed tasks such as arranging shelf cards in order for filing, alphabetizing catalog cards, and filing of both types of cards in approximately three-fourths of the elementary and secondary schools. The respective performances for these tasks were:

	Elementary	Secondary
Arranges shelf list cards in correct order for filing....	70.7%	77.4%
Alphabetizes catalog cards for filing....	77.8	72.0
Files catalog cards and shelf list cards above the rod.	79.6	70.7

Other organizational tasks performed by clerks or aides in over three-fourths of the elementary school library media centers were sorting and shelving

TABLE 26.--PERCENT OF ELEMENTARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED TASKS IN CIRCULATION OF MATERIALS AND EQUIPMENT

TASKS	STAFF POSITION					DISTRICT OR CONTRACT PERSONNEL
	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	
ESTABLISHES POLICIES AND PROCEDURES FOR CIRCULATION OF MATERIALS	92.9	70.0	47.6	...	1.8	20.1
SETS UP AND ORGANIZES CIRCULATION DESK DAILY	49.8	54.0	9.5	6.3	59.1	.8
PRE-STAMPS DATE-DUE CARDS	8.4	12.0	...	...	28.0	...
CHARGES, DISCHARGES, AND RENEWS MATERIALS AND EQUIPMENT	52.3	64.0	14.3	37.5	71.6	1.3
FILES CHARGING CARDS	42.3	54.0	9.5	6.3	72.9	.4
CARDS OR SLIPS BOOKS AND OTHER MATERIALS	38.5	54.0	9.5	6.3	73.8	.4
MAINTAINS CIRCULATION FILES AND RECORDS	49.4	48.0	14.3	...	62.2	1.3
REVIEWS CIRCULATION RECORDS TO WRITE AND SEND OVERDUE NOTICES	46.4	46.0	14.3	...	64.9	.4
MAINTAINS LISTS OF OVERDUE AND MISSING MATERIALS	49.0	52.0	14.3	12.5	63.6	.8
COMPUTES, COLLECTS, AND RECORDS PAYMENTS FOR OVERDUE, DAMAGED, OR LOST MATERIALS	64.4	50.0	4.8	6.3	47.1	1.7
RESERVES MATERIALS AND EQUIPMENT	66.1	70.0	42.9	43.8	50.2	2.5
LOCATES REQUESTED MATERIALS AND INFORMS USER OF AVAILABILITY	82.0	84.0	28.6	31.3	56.9	4.2
INFORMS TEACHERS AND STUDENTS OF INABILITY TO FILL REQUESTS	80.7	86.0	33.3	25.0	55.1	2.9
CALLS IN MATERIALS ON LOAN WHEN REQUIRED ELSEWHERE	81.2	80.0	28.6	12.5	40.0	4.6
CHECKS LISTS AND BIBLIOGRAPHIES TO DETERMINE WHETHER MATERIALS LISTED ARE AVAILABLE IN THE COLLECTION	84.9	82.0	14.3	6.3	44.0	4.2
PLANS SYSTEMS OF SCHEDULING AND DELIVERY OF MATERIALS AND EQUIPMENT	76.2	54.0	61.9	25.0	19.6	10.9
SCHEDULES USE OF MATERIALS AND EQUIPMENT	75.7	58.0	61.9	43.8	28.9	8.8
DELIVERS AND COLLECTS MATERIALS AND EQUIPMENT	43.5	40.0	42.9	56.3	47.6	10.5
ORDERS AND RETURNS MATERIALS AND EQUIPMENT FROM DISTRICT AND/OR OTHER MATERIAL CENTERS	56.5	34.0	52.4	25.0	43.6	7.5
DEVELOPS ROUTING LISTS FOR DISTRIBUTION OF MATERIALS	47.7	30.0	28.6	25.0	19.6	16.7
ROUTES MATERIALS ACCORDING TO PRE-ESTABLISHED LISTS OR RECORDS	31.4	20.0	14.3	25.0	32.4	13.8
TOTAL NUMBER OF SCHOOLS	239	50	21	16	225	239

books and other materials; filing pamphlets, clippings, pictures, and other vertical file materials; and reading shelves and information files and maintaining them in proper order. Their respective performance rates for these tasks were 77.8 percent, 73.8 percent, and 77.3 percent. Clerks or aides in secondary schools performed these three tasks in 53.9 percent, 64.9 percent, and 55.7 percent of the schools, respectively. Cards for items withdrawn from the collection were removed from the card catalog by clerks or aides in 72.5 percent of the secondary schools, and in 64.9 percent of the elementary schools.

Organizational tasks performed by clerks or aides in the smallest percentages of participating elementary and secondary schools were related to cataloging and classification procedures. In general, they performed these tasks in less than 10 percent of the schools in which they were employed. A comparison of Tables 24 and 25 shows that cataloging and classification tasks were performed at the district level more frequently for the elementary than for the secondary schools.

District or Contract Personnel--As shown in Tables 24 and 25, district personnel performed organizational tasks for higher percentages of elementary than secondary schools in the survey. For example, cataloging and classification policies were established on the district level for 51.9 percent of the elementary schools in the survey, but only 25.7 percent of the secondary schools in the survey.

However, services performed by district personnel for the highest percentages of schools on both levels were related to cataloging and classification of materials. Both print and nonprint materials were processed by district personnel for a higher percentage of elementary than of secondary schools. The district service used by the highest percentage of sample secondary schools was cataloging and classification of print materials; 28.1 percent of the 455 secondary schools in the survey took advantage of this service. In contrast, 51.0 percent of the 239 elementary schools in the survey relied on district personnel for this service.

The lowest performance rates for district personnel were reported for those tasks most logically performed in the individual library media center, such as filing of catalog and shelf cards, reading shelves and information files and maintaining them in proper order, and shifting materials and adjusting location labels as required.

Circulation Tasks

Efficient circulation procedures are basic to the effectiveness of the school library media center in its support of the educational program of the school. Therefore, the 21 circulation tasks listed in the survey instrument were considered important to the task analysis.

Heads of Library Media Centers--Heads of library media centers performed the task of establishing policies and procedures for the circulation of materials in the highest percentages of both elementary and secondary schools in the survey--92.9 percent of the elementary schools and 90.3 percent of the secondary schools. Heads of library media centers performed six of the 21 circulation tasks in over three-fourths of the participating elementary schools; they performed these six tasks in over one-half of the participating secondary schools, as shown below.

	Elementary	Secondary
Locates requested materials and informs user of availability............	82.0%	73.4%
Informs teachers and students of inability to fill requests...........	80.7	70.1
Calls in materials on loan when required elsewhere...........	81.2	61.5
Checks lists and bibliographies to determine whether materials listed are available in the collection......	84.9	66.4
Plans systems of scheduling and delivery of materials and equipment.......	76.2	58.9
Schedules use of materials and equipment...........	75.7	58.5

The lowest performance rates for heads of library media centers were reported for prestamping date-due cards--8.4 percent in the elementary and 4.8 percent in the secondary schools.

Heads of library media centers performed all circulation tasks in a higher percentage of the elementary than of the secondary schools in the survey. The greatest difference between performance rates for heads of centers on the two school levels was for filing charging cards. They performed this task in 42.3 percent of the participating elementary schools, but in only 14.3 percent of the participating secondary schools.

Assistant Librarians--In general, assistant librarians in both elementary and secondary schools performed circulation tasks to a greater extent than did heads of library media centers.

TABLE 27.--PERCENT OF SECONDARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED TASKS IN CIRCULATION OF MATERIALS AND EQUIPMENT

TASKS	STAFF POSITION					DISTRICT OR CONTRACT PERSONNEL
	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	
ESTABLISHES POLICIES AND PROCEDURES FOR CIRCULATION OF MATERIALS	90.3	73.2	29.2	3.2	5.6	8.4
SETS UP AND ORGANIZES CIRCULATION DESK DAILY	28.8	48.2	1.8	9.7	65.4	...
PRE-STAMPS DATE-DUE CARDS	4.8	8.7	.6	4.8	23.2	...
CHARGES, DISCHARGES, AND RENEWS MATERIALS AND EQUIPMENT	39.1	50.5	25.6	27.4	74.0	.7
FILES CHARGING CARDS	14.3	27.8	.6	11.3	60.6	.2
CARDS OR SLIPS BOOKS AND OTHER MATERIALS	21.3	33.1	3.0	12.9	60.3	...
MAINTAINS CIRCULATION FILES AND RECORDS	25.7	37.1	3.6	12.9	70.5	.4
REVIEWS CIRCULATION RECORDS TO WRITE AND SEND OVERDUE NOTICES	22.0	42.1	2.4	14.5	73.5	...
MAINTAINS LISTS OF OVERDUE AND MISSING MATERIALS	27.9	43.5	4.8	17.7	72.0	...
COMPUTES, COLLECTS, AND RECORDS PAYMENTS FOR OVERDUE, DAMAGED, OR LOST MATERIALS	51.0	58.5	8.3	19.4	72.3	.7
RESERVES MATERIALS AND EQUIPMENT	58.5	73.6	50.6	30.6	64.4	1.5
LOCATES REQUESTED MATERIALS AND INFORMS USER OF AVAILABILITY	73.4	88.0	38.1	19.4	56.0	.9
INFORMS TEACHERS AND STUDENTS OF INABILITY TO FILL REQUESTS	70.1	81.3	37.5	16.1	49.4	1.1
CALLS IN MATERIALS ON LOAN WHEN REQUIRED ELSEWHERE	61.5	71.2	29.8	12.9	43.0	2.6
CHECKS LISTS AND BIBLIOGRAPHIES TO DETERMINE WHETHER MATERIALS LISTED ARE AVAILABLE IN THE COLLECTION	66.4	78.3	21.4	9.7	53.2	1.3
PLANS SYSTEMS OF SCHEDULING AND DELIVERY OF MATERIALS AND EQUIPMENT	58.9	53.8	66.1	25.8	18.8	8.8
SCHEDULES USE OF MATERIALS AND EQUIPMENT	58.5	66.6	73.2	41.9	36.6	4.8
DELIVERS AND COLLECTS MATERIALS AND EQUIPMENT	16.3	21.1	38.7	37.1	35.1	5.7
ORDERS AND RETURNS MATERIALS AND EQUIPMENT FROM DISTRICT AND/OR OTHER MATERIAL CENTERS	38.2	30.8	67.9	41.9	38.2	4.0
DEVELOPS ROUTING LISTS FOR DISTRIBUTION OF MATERIALS	43.5	33.1	51.8	27.4	18.8	9.7
ROUTES MATERIALS ACCORDING TO PRE-ESTABLISHED LISTS OR RECORDS	22.0	20.4	32.7	30.6	34.9	7.7
TOTAL NUMBER OF SCHOOLS	455	299	168	62	393	455

Exceptions were found in tasks such as the establishment of policies and procedures and development of schedules and routing lists. As shown in Tables 26 and 27, heads of centers performed these tasks in higher percentages of both elementary and secondary schools.

Assistant librarians performed the more routine circulation tasks in a higher percentage of elementary than of secondary schools in which they were employed. A determining factor was the difference in staff size. The greatest difference between performance rates for personnel in this staff position was for filing charging cards. Assistant librarians performed this task in 64.0 percent of the elementary schools and in 27.8 percent of the secondary schools.

Though assistant librarians on both school levels performed nearly all circulation tasks to a large degree, the two tasks performed in the highest percentages of schools in which they were employed were "locates requested materials and informs user of availability" and "informs teachers and students of inability to fill requests." They performed the first task in 84.0 percent and 88.0 percent of the elementary and secondary schools, respectively; they performed the second task in 86.0 percent and 81.3 percent of the elementary and secondary schools, respectively.

Other circulation tasks performed by assistant librarians in over 75 percent of the elementary schools in which they were employed were "calls in materials on loan when requested elsewhere," and "checks lists and bibliographies to determine whether materials listed are available in the collection." Performance rates for the two tasks were 80.0 percent and 82.0 percent respectively. Assistant librarians performed one other circulation task in over 75 percent of the secondary schools in which they were employed. They checked lists and bibliographies for availability of materials in 78.3 percent of the secondary-school library media centers.

As shown in Tables 26 and 27, the lowest performance rates for assistant librarians were reported for filing charging cards. They performed this task in 12.0 percent of the elementary schools in which they were employed and in 8.7 percent of the secondary schools.

Audiovisual Specialists--As shown in Tables 26 and 27, performance rates for audiovisual specialists in elementary- and secondary-school library media centers were similar for planning systems of scheduling and delivery of materials and equipment, and the actual scheduling and delivery. Audiovisual specialists planned scheduling and delivery systems in 61.9 percent of the elementary schools and in 66.1 percent of the secondary schools. They scheduled the use of materials and equipment in 61.9 percent of the elementary schools and in 73.5 percent of the secondary schools. These tasks represented the greatest participation of audiovisual specialists in the circulation process.

The lowest performance rates reported for audiovisual specialists were for pre-stamping date-due cards. They performed this task in .6 percent of the secondary schools in which they were employed; no technicians performed this task in the participating elementary schools.

The greatest difference between performance rates for audiovisual specialists in the elementary- and secondary-school library media centers was for developing routing lists for distribution of materials. Audiovisual specialists performed this task in 28.6 percent of the elementary schools in which they were employed, but in 51.8 percent of the secondary schools in which they were employed.

Technicians--As shown by the data in Tables 26 and 27, technicians on both elementary- and secondary-school levels tended to be more involved in circulation tasks such as charging and discharging, reserving, scheduling, and delivery of materials and equipment than in any of the other tasks in this category. Performance rates for each of these tasks were higher for technicians in the elementary- than secondary-school library media centers. For example, technicians delivered and collected materials and equipment in 56.3 percent of the elementary schools in which they were employed and in only 37.1 percent of the secondary schools in which they were employed. These percentages represented the greatest differences between performance rates for technicians on the two school levels. Performance rates for the other tasks were:

	Elementary	Secondary
Charges, discharges and renews materials and equipment.......	37.5%	27.4%
Reserves materials and equipment.......	43.8	30.6
Schedules use of materials and equipment...........	43.8	41.9

Technicians performed none of the circulation tasks in over 75 percent of the schools in which they were employed. They performed only one task in over 50 percent of the secondary schools--delivering and collecting materials and equipment. Their greatest performance rates were for this task in the elementary schools (56.3 percent) and for scheduling use of materials and equipment, and ordering and returning materials and equipment from district and/or other materials centers in secondary schools. Technicians performed these tasks in 41.9 percent of the participating secondary schools in which they were employed.

Clerks or Aides--Clerks or aides on both school levels were most extensively involved in the more routine circulation tasks such as setting up the circulation desk, and charging and discharging materials and equipment; however, they participated to a high degree in all areas of the circulation of materials and equipment. An exception was found in policy formulation and system planning. Clerks or aides participated in policy formulation in only 1.8 percent of the elementary schools and in only 5.6 percent of the secondary schools in which they were employed. These represented the lowest performance rates reported for clerks or aides.

The greatest difference between performance rates for clerks or aides on the two school levels was found for computing, collecting, and recording fines. Tables 26 and 27 show that clerks or aides performed this task in only 47.1 percent of the elementary schools but in 72.3 percent of the secondary schools.

Close similarities in performance rates for clerks or aides on the elementary and secondary levels were found for two circulation tasks. They located requested materials and informed users of availability in 56.9 percent of the elementary schools and in 56.0 percent of the secondary schools in which they were employed. They planned systems of scheduling and delivery of materials and equipment in 19.6 percent of the elementary schools and in 18.8 percent of the secondary.

Clerks or aides performed none of the circulation tasks in over 75 percent of the participating schools on either level. However, those in elementary-school library media centers performed 10 of the 21 circulation tasks in over 50 percent of the schools in which they were employed; those in secondary-school library media centers performed 11 of the circulation tasks in over 50 percent of the schools.

The task performed by clerks or aides in the highest percentage of elementary schools in which they were employed was "cards or slips books and other materials." They performed this task in 73.8 percent of the elementary schools. The task performed by the highest percentage of clerks or aides in secondary schools in which they were employed was "charges, discharges, and renews materials." They performed this task in 74.0 percent of the secondary schools.

District or Contract Personnel--The participation of district personnel in this category of tasks was at a minimum. Their greatest participation was found in the areas of policy formulation and developing routing lists for distribution of materials. Tables 26 and 27 show that district personnel shared in these decisions for 20.1 and 16.7 percents, respectively, of the 239 elementary schools surveyed and for 8.4 and 9.7 percents, respectively, of the 455 secondary schools surveyed. With the exception of the scheduling, delivery, and collection of materials and equipment, performance rates ranged from 0 to 5 percent. The larger percentages for these tasks were more than likely indications of the influence of district supervisors on the operation of the individual school or the respondents' misinterpretation of these tasks as primarily involving the use of materials and equipment from the district library media center collections.

Maintenance Tasks

The effectiveness of materials and equipment in the support of the total curricular program of the school is heightened when materials and equipment are carefully maintained. The duty of maintaining materials and equipment is of major importance in the efficient operation of the library media center; therefore, 13 separate maintenance tasks were included in the survey instrument.

Heads of Library Media Centers--In general, performance rates were higher for heads of elementary- than secondary-school library media centers. An exception was found in the performance rates for policy formulation. Heads of centers established policies concerning the maintenance of materials and equipment in slightly over three-fourths of the elementary and secondary schools in the survey. Their respective performance rates were similar--76.2 percent and 77.4 percent.

The greatest difference in performance rates for heads of centers on the two school levels was for maintaining, repairing, and making minor adjustments to audiovisual equipment--43.9 percent on the elementary level and 17.1 percent on the secondary level.

Heads of elementary-school library media centers performed the task of removing materials from shelves and files to be repaired, remarked, rebound, or discarded in the highest percentage of participating schools--82.8 percent. As shown in Table 28, they inspected both print and nonprint materials for damage in more than one-half of the participating elementary schools. Performance rates for the two tasks were 64.0 percent and 62.8 percent, respectively.

As shown in Table 29, heads of secondary-school library media centers performed two tasks in more than one-half, but less than three-fourths, of the participating schools on that level. They removed from shelves and files books and other materials for repair, remarking, rebinding, or discarding in 70.8 percent of these schools. They inspected print materials for damage in 51.2 percent of the schools. Their highest performance rate was for establishing policies concerning maintenance of materials. As mentioned above, they performed this task in 77.4 percent of the secondary schools in the survey.

The tasks performed by heads of centers in the lowest percentages of participating elementary and secondary schools were binding copies of old periodicals and making major repair and adjustment of audiovisual equipment. They performed both tasks in less than 5 percent of the elementary and secondary schools in the survey. However, the majority of the respondents indicated that periodicals were sent to a commercial bindery rather than being bound by staff personnel.

Assistant Librarians--Comparison of data in Tables 28 and 29 shows that, in general, assistant librarians performed maintenance tasks in higher percentages of the elementary than secondary schools in which they were employed. This reflected the lesser degree of task differentiation with the smaller staff in the elementary-school library media center.

Tasks representing both the highest and the lowest performance rates by assistant librarians were the same as those reported for heads of library media centers. The highest performance rates were reported for removing from shelves and files materials to be repaired, re-marked, rebound, or discarded--80.0 percent of the elementary and 82.6 percent of the secondary schools. They bound old periodicals and made major repair and adjustment of audiovisual equipment in less than 5 percent of the elementary and secondary schools.

TABLE 28.--PERCENT OF ELEMENTARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED TASKS IN MAINTENANCE OF MATERIALS AND EQUIPMENT

	STAFF POSITION					
TASKS	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	DISTRICT OR CONTRACT PERSONNEL
INSPECTS PRINT MATERIALS FOR DAMAGE	64.0	60.0	9.5	6.3	60.4	8.8
INSPECTS NONPRINT MATERIALS FOR DAMAGE	62.8	52.0	47.6	50.0	53.8	13.4
ESTABLISHES POLICIES CONCERNING MAINTENANCE OF MATERIALS	76.2	60.0	76.2	12.5	3.1	30.5
REMOVES FROM SHELVES AND FILES BOOKS AND OTHER MATERIALS WHICH NEED TO BE REPAIRED, RE-MARKED, REBOUND, OR DISCARDED	82.8	80.0	28.6	12.5	63.6	1.7
REPAIRS BOOKS AND OTHER PRINTED MATERIALS	39.3	48.0	9.5	12.5	68.9	14.2
BINDS COPIES OF OLD PERIODICALS	3.3	4.0	...	6.3	4.4	14.6
PREPARES MATERIALS FOR BINDERY	50.6	42.0	4.8	12.5	46.7	7.9
MAINTAINS BINDERY RECORDS	43.1	38.0	4.8	6.3	39.1	12.1
INSPECTS MATERIALS RETURNED FROM BINDERY, CHECKS BINDERY INVOICES, AND RETURNS MATERIALS TO PROPER LOCATION	38.1	36.0	...	6.3	49.3	12.1
REPAIRS NONPRINT MATERIALS	40.6	28.0	52.4	68.8	38.7	26.4
MAKES MAJOR REPAIR AND ADJUSTMENT OF AUDIOVISUAL EQUIPMENT	1.3	...	47.6	43.8	.4	74.9
MAINTAINS, REPAIRS, AND MAKES MINOR ADJUSTMENTS TO AUDIOVISUAL EQUIPMENT	43.9	22.0	90.5	87.5	11.1	36.0
MAINTAINS CUMULATIVE RECORDS OF CONDITION OF AND MAINTENANCE WORK ON EQUIPMENT	18.4	12.0	52.4	68.8	14.7	29.3
TOTAL NUMBER OF SCHOOLS	239	50	21	16	225	239

TABLE 29.--PERCENT OF SECONDARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED TASKS IN MAINTENANCE OF MATERIALS AND EQUIPMENT

	STAFF POSITION					
TASKS	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	DISTRICT OR CONTRACT PERSONNEL
INSPECTS PRINT MATERIALS FOR DAMAGE	51.2	61.5	10.1	14.5	64.1	5.9
INSPECTS NONPRINT MATERIALS FOR DAMAGE	39.8	40.8	69.6	54.8	46.8	7.9
ESTABLISHES POLICIES CONCERNING MAINTENANCE OF MATERIALS	77.4	54.2	62.5	19.4	5.3	20.0
REMOVES FROM SHELVES AND FILES BOOKS AND OTHER MATERIALS WHICH NEED TO BE REPAIRED, RE-MARKED, REBOUND, OR DISCARDED	70.8	82.6	19.6	16.1	60.8	1.1
REPAIRS BOOKS AND OTHER PRINTED MATERIALS	22.6	30.8	4.2	19.4	66.2	11.4
BINDS COPIES OF OLD PERIODICALS	2.2	1.3	...	...	6.1	17.6
PREPARES MATERIALS FOR BINDERY	36.9	40.8	2.4	14.5	66.9	2.6
MAINTAINS BINDERY RECORDS	32.1	26.8	1.2	8.1	63.6	5.9
INSPECTS MATERIALS RETURNED FROM BINDERY, CHECKS BINDERY INVOICES, AND RETURNS MATERIALS TO PROPER LOCATION	36.5	35.8	1.2	12.9	68.2	5.7
REPAIRS NONPRINT MATERIALS	22.4	20.4	58.9	43.5	32.6	20.0
MAKES MAJOR REPAIR AND ADJUSTMENT OF AUDIOVISUAL EQUIPMENT	3.1	2.0	32.7	43.5	1.0	61.1
MAINTAINS, REPAIRS, AND MAKES MINOR ADJUSTMENTS TO AUDIOVISUAL EQUIPMENT	17.1	16.1	84.5	69.4	13.5	21.3
MAINTAINS CUMULATIVE RECORDS OF CONDITION OF AND MAINTENANCE WORK ON EQUIPMENT	15.6	14.4	71.4	37.1	21.1	17.6
TOTAL NUMBER OF SCHOOLS	455	299	168	62	393	455

Again, like the heads of library media centers, assistant librarians inspected print materials for damage in over 60 percent of both the elementary and secondary schools in which they were employed. However, they inspected nonprint materials in smaller percentages of schools on both levels--in 52.0 percent of the elementary schools and in 40.8 percent of the secondary schools.

The greatest difference between performance rates for assistant librarians on the two school levels was reported for repairing books and other printed materials. They performed this task in 48.0 percent of the elementary schools and in 30.8 percent of the secondary schools in which they were employed.

Audiovisual Specialists--Minor repair of audiovisual equipment was the primary concern of audiovisual specialists in both elementary and secondary schools in the survey. As shown in Tables 28 and 29, they made minor repairs in 90.5 percent of the elementary schools in which they were employed and in 84.5 percent of the secondary schools in which they were employed. Audiovisual specialists made major repairs and adjustment of audiovisual equipment in approximately one-half of the elementary schools and in approximately one-third of the secondary schools. They maintained records of these repairs in 52.4 percent of the elementary schools and in 71.4 percent of the secondary schools.

Policy decisions concerning the maintenance of materials and equipment were made by audiovisual specialists in 76.2 percent of the participating elementary schools but in 62.5 percent of the participating secondary schools

Audiovisual specialists on both school levels had little to do with the maintenance of print materials. However, Tables 28 and 29 show that they inspected and repaired nonprint materials in nearly one-half of the elementary schools and approximately two-thirds of the secondary schools in which they were employed. Their respective performance rates for inspecting nonprint materials were 47.6 percent and 69.6 percent, and for repairing nonprint materials, 52.4 percent and 58.9 percent.

Technicians--Technicians on both school levels were more concerned with minor repair of audiovisual equipment than with any other maintenance task. Tables 28 and 29 show their performance rates for this task to be 87.5 percent on the elementary-school level and 69.4 percent on the secondary-school level. They also made major repair and adjustment of audiovisual equipment in slightly under 50 percent of the schools on both levels. Technicians kept records of repair work in 68.8 percent of the elementary schools, but in only 37.1 percent of the secondary schools in which they were employed.

Technicians inspected nonprint materials for damage and needed repair in approximately one-half of the participating elementary and secondary schools in which they were employed. However, Tables 28 and 29 show a wide difference in the performance rates of technicians for repair of nonprint materials--68.8 percent of the elementary schools and 43.5 percent of the secondary schools.

Technicians had less to do with the maintenance of print than nonprint materials. Their performance rates for such tasks were below 20 percent on both school levels.

Clerks or Aides--Paid clerks or aides were responsible for the performance of maintenance tasks in large percentage of both elementary and secondary schools in the survey. Their primary task in the elementary schools was repairing books and other printed materials. They performed this task in 68.9 percent of the elementary schools in which they were employed. Their highest performance rate in the secondary schools was for inspecting material returned from the bindery, and related tasks. Clerks or aides performed these tasks in 68.2 percent of the secondary schools.

In addition to inspection of materials returned from the bindery, clerks or aides performed five maintenance tasks in over 50 percent of the participating secondary schools in which they were employed:

Inspects print materials for damage........................	64.1%
Removes from shelves and files books and other materials which need to be repaired, re-marked, rebound or discarded...........	60.8
Repairs books and other printed materials......................	66.2
Prepares materials for bindery...	66.9
Maintains bindery records........	63.6

Clerks or aides performed three other maintenance tasks in over 50 percent of the participating elementary schools in which they were employed: (a) "inspects print materials for damage," 60.4 percent; (b) "inspects nonprint materials for damage," 53.8 percent; and (c) "removes from shelves and files books and other materials which need to be repaired, re-marked, rebound, or discarded," 63.6 percent.

Clerks or aides participated in the establishment of policies concerning the maintenance of materials and equipment in only 3.1 percent of the elementary schools, and in only 5.3 percent of the secondary schools in which they were employed. However, their lowest performance rates were reported for making major repair and adjustment to audiovisual equipment--0.4 percent in the elementary schools and 1.0 percent in the secondary schools.

District or Contract Personnel--The services of district or contract personnel were used by the highest percentages of participating elementary and secondary schools for major repair of audiovisual equipment than for any other maintenance task. Tables 28 and 29 show major repair performed by district personnel or contracted agencies for 74.9 percent of the elementary and 61.1 percent of the secondary schools in the survey. Minor repairs were also made by district personnel for 36.0 percent of the participating elementary schools, and for 21.3 percent of the participating secondary schools.

District personnel shared in the establishment of policies for the maintenance of materials in a higher percentage of elementary than secondary schools. Tables 28 and 29 show performance rates of 30.5 percent and 20.0 percent of elementary and secondary schools, respectively. These data further substantiate the earlier inference that elementary schools in the survey relied on district services more often than secondary schools in the survey.

Clerical and Secretarial Tasks

The efficient operation of the library media center depends upon the prompt performance of many clerical and secretarial tasks. This duty category comprised 17 separate tasks considered important for inclusion in the survey instrument. There are, however, other clerical and secretarial tasks included in other duty categories. These tasks were considered to be more closely related to the respective categories than to the strictly clerical and secretarial tasks listed in Tables 30 and 31 discussed below.

Heads of Library Media Centers--Heads of library media centers performed clerical tasks in a surprisingly large percentage of both elementary and secondary schools in the survey. However, performance rates for most of the tasks were higher in the elementary schools where the size of the library media staff was generally smaller than in the secondary schools. The greatest difference between performance rates for heads of centers on the two school levels was reported for assisting in inventorying audiovisual and other equipment. A difference of approximately 28 percentage points is shown in Tables 30 and 31--68.6 percent on the elementary level and 40.4 percent on the secondary level.

As shown in Table 30, three of the 17 tasks in this category were performed by heads of library media centers in approximately 75 percent of the elementary schools; two were performed by heads of library media centers in more than 50 percent, but less than 75 percent of these schools. As shown below, four of these tasks were performed by heads of library media centers in over 50 percent of the secondary schools:

	Elementary	Secondary
Assists in inventorying audiovisual and other equipment..	68.6%	40.4%
Assists in inventorying all materials	77.4	70.3
Checks card catalog and shelf list for ordering and duplication of materials	85.4	61.1
Searches for and verifies bibliographic data in trade catalogs	64.9	58.2
Prepares and assembles bibliographic data for ordering	76.6	61.5

As shown above, heads of library media centers performed the task of checking the card catalog and shelf list for ordering and duplication of materials in the highest percentage of elementary schools in the survey--85.4 percent. They performed the task of giving assistance in the inventory of all materials in the highest percentage of secondary schools in the survey--70.3 percent.

The lowest performance rate for heads of library media centers in elementary schools was for assisting in the sale of paperback books and issuing student library cards--7.5 percent for both tasks. The lowest performance rate for those in secondary schools was for performing messenger service--4.0 percent.

Assistant Librarians--Performance rates of assistant librarians for clerical and secretarial tasks were similar to those of heads of library media centers. In general, they performed these tasks in higher percentages of elementary than secondary schools. Assistant librarians performed two of the 17 tasks in approximately three-fourths of the elementary schools; they assisted in inventorying all materials in 72.0 percent of the elementary schools and checked the card catalog and shelf list for ordering and duplication of materials in 78.6 percent of the elementary schools in which they were employed. Personnel in this staff position performed only one of these tasks in over three-fourths of the secondary schools--they assisted in inventorying all materials in 78.0 percent of the secondary schools in which they were employed.

Assistant librarians performed three other tasks in over 50 percent of the elementary schools in which they were employed. The three tasks and respective performance rates were as follows:

Assists in inventorying audiovisual and other equipment........	58.0%
Searches for and verifies bibliographic data in trade catalogs....	58.0
Prepares and assembles bibliographic data for ordering.........	66.0

Assistant librarians in secondary-school library media centers performed the second and third tasks listed above in approximately 65 percent of the schools in which they were employed. They performed one other task in over 50 percent of those schools--they checked the card catalog and shelf list for ordering and duplication of materials in 68.6 percent of the secondary schools.

The greatest difference between performance rates for assistant librarians on the elementary and secondary levels was reported for handling clerical and secretarial aspects of correspondence. They performed this task in 40.0 percent of the participating elementary schools in which they were employed, and in 22.4 percent of the participating secondary schools in which they were employed.

The lowest performance rates for assistant librarians in both participating elementary and secondary schools were for performing messenger service--4.0 percent and 5.0 percent, respectively.

Audiovisual Specialists--Audiovisual specialists had less to do with the performance of clerical and secretarial tasks than did heads of library media centers and assistant librarians. However, they usually performed these tasks in a higher percentage of elementary than secondary schools. As shown in Tables 30 and 31, audiovisual specialists performed the task of assisting in inventorying audiovisual and other equipment in the highest percentages of schools on both levels--71.4 percent of the elementary and 78.0 percent of the secondary.

Audiovisual specialists performed none of the other clerical and secretarial tasks in over 50 percent of the schools in the survey. They

TABLE 30.--PERCENT OF ELEMENTARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED CLERICAL AND SECRETARIAL TASKS

TASKS	STAFF POSITION					DISTRICT OR CONTRACT PERSONNEL
	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	
ASSISTS IN INVENTORYING AUDIOVISUAL AND OTHER EQUIPMENT	68.6	58.0	71.4	75.0	58.7	13.0
ASSISTS IN INVENTORYING ALL MATERIALS	77.4	72.0	38.1	50.0	76.0	7.5
HANDLES CLERICAL AND SECRETARIAL ASPECTS OF CORRESPONDENCE(I.E.,SORTING, FILING, TYPING MAILING, ETC)	41.8	40.0	14.3	31.3	87.1	4.2
TYPES NOTICES, REQUISITIONS, BULLETINS, BIBLIOGRAPHIES, LETTERS, STENCILS, ORDERS, ETC.	43.5	34.0	14.3	25.0	91.6	7.5
ASSISTS IN SALE OF PAPERBACK BOOKS	7.5	4.0	...	6.3	4.0	.8
PERFORMS MESSENGER SERVICE	16.7	12.0	9.5	18.8	44.4	6.3
MAINTAINS PUBLICITY RECORDS	29.7	20.0	4.8	6.3	8.0	23.0
ISSUES STUDENT LIBRARY CARDS	7.5	6.0	...	6.3	6.2	...
TAKES ATTENDANCE IN LIBRARY	19.7	34.0	4.8	18.8	16.9	.4
CHECKS CARD CATALOG AND SHELF LIST FOR ORDERING AND DUPLICATION OF MATERIALS	85.4	74.0	19.0	12.5	55.6	4.6
SEARCHES FOR AND VERIFIES BIBLIOGRAPHIC DATA IN TRADE CATALOGS	64.9	58.0	23.8	12.5	25.3	16.3
PREPARES AND ASSEMBLES BIBLIOGRAPHIC DATA FOR ODERING	76.6	66.0	19.0	12.5	31.6	16.3
FILES ORDERS AND INVOICES	44.4	38.0	19.0	6.3	60.4	23.4
RECEIVES CREDIT MEMORANDUM AND INVOICES AND TRANSMITS THEM TO APPROPRIATE OFFICES	34.7	28.0	9.5	...	36.9	36.8
PREPARES ADDING MACHINE TAPE TO VERIFY TOTAL COSTS OF PURCHASES	37.7	26.0	19.0	...	53.8	28.5
DUPLICATES OR PRINTS CARDS FOR MATERIALS	16.3	10.0	9.5	12.5	44.4	36.0
PREPARES ORDERS FOR PRINTED CATALOG CARDS	29.7	26.0	...	6.3	37.3	38.1
TOTAL NUMBER OF SCHOOLS	239	50	21	16	225	239

performed only one task in over 25, but less than 50, percent of the elementary and secondary schools in which they were employed. They inventoried all materials (print and nonprint) in 38.1 percent of the elementary and secondary schools.

As shown in Tables 30 and 31, audiovisual specialists did not assist in the sale of paperback books, issue student library cards or prepare orders for printed catalog cards in any of the elementary schools in the survey. They did not duplicate or print cards for materials in the secondary schools.

Technicians--Technicians assisted in inventorying audiovisual and other equipment in the highest percentages of both participating elementary and secondary schools in which they were employed--75.0 percent and 51.6 percent, respectively.

Technicians performed only two other clerical/secretarial tasks in one-fourth or more of the elementary schools in which they were employed--handling clerical and secretarial aspects of correspondence in 31.3 percent of the schools and typing notices, requisitions, bulletins, bibliographies, letters, stencils, orders, etc. in 25.0 percent of the schools. Technicians performed these two tasks in 19.4 percent and 24.2 percent of the secondary schools in which they were employed.

Technicians performed the majority of the clerical/secretarial tasks in less than 15 percent of the elementary and secondary schools in which they were employed. They did not receive credit memorandums and invoices or prepare adding machine tapes to verify total costs of purchases in any of the elementary schools.

Clerks or Aides--In general, clerks or aides performed clerical and secretarial tasks in higher percentages of participating secondary than elementary schools in which they were employed. An important factor was staff size. The larger library media center staff in the secondary school allowed for greater specialization or differentiation of tasks.

The greatest differences between performance rates for clerks or aides in elementary and secondary schools were found for searching for

TABLE 31.--PERCENT OF SECONDARY-SCHOOL LIBRARY MEDIA CENTERS IN WHICH PERSONNEL IN FIVE STAFF POSITIONS PERFORMED CLERICAL AND SECRETARIAL TASKS

TASKS	STAFF POSITION					
	HEAD OF LIBRARY MEDIA CENTER	ASSISTANT LIBRARIAN	AUDIOVISUAL SPECIALIST	TECHNICIAN	PAID ADULT CLERK OR AIDE	DISTRICT OR CONTRACT PERSONNEL
ASSISTS IN INVENTORYING AUDIOVISUAL AND OTHER EQUIPMENT	40.4	46.2	78.0	51.6	53.7	4.0
ASSISTS IN INVENTORYING ALL MATERIALS	70.3	78.6	38.1	45.2	76.3	2.4
HANDLES CLERICAL AND SECRETARIAL ASPECTS OF CORRESPONDENCE(I.E.,SORTING, FILING, TYPING MAILING, ETC)	20.7	22.4	7.1	19.4	98.5	1.5
TYPES NOTICES, REQUISITIONS, BULLETINS, BIBLIOGRAPHIES, LETTERS, STENCILS, ORDERS, ETC....	20.7	26.8	8.3	24.2	98.5	.7
ASSISTS IN SALE OF PAPERBACK BOOKS	11.0	10.0	2.4	6.5	15.3	...
PERFORMS MESSENGER SERVICE	4.0	5.0	1.2	4.8	26.7	1.8
MAINTAINS PUBLICITY RECORDS	33.4	21.4	6.0	9.7	14.8	9.0
ISSUES STUDENT LIBRARY CARDS	11.9	17.4	3.0	9.7	24.4	.4
TAKES ATTENDANCE IN LIBRARY	18.2	29.1	.6	6.5	32.6	.4
CHECKS CARD CATALOG AND SHELF LIST FOR ORDERING AND DUPLICATION OF MATERIALS	61.1	68.6	11.9	14.5	67.4	1.3
SEARCHES FOR AND VERIFIES BIBLIOGRAPHIC DATA IN TRADE CATALOGS	58.2	65.6	10.1	8.1	54.5	6.2
PREPARES AND ASSEMBLES BIBLIOGRAPHIC DATA FOR ODERING	61.5	65.9	13.1	12.9	59.8	5.9
FILES ORDERS AND INVOICES	36.0	25.8	4.8	12.9	79.4	9.0
RECEIVES CREDIT MEMORANDUM AND INVOICES AND TRANSMITS THEM TO APPROPRIATE OFFICES	44.0	19.7	6.5	9.7	47.6	20.0
PREPARES ADDING MACHINE TAPE TO VERIFY TOTAL COSTS OF PURCHASES	27.0	22.1	4.2	12.9	73.5	10.1
DUPLICATES OR PRINTS CARDS FOR MATERIALS	7.5	9.4	...	11.3	59.3	23.1
PREPARES ORDERS FOR PRINTED CATALOG CARDS	21.5	22.7	2.4	12.9	65.6	21.1
TOTAL NUMBER OF SCHOOLS	455	299	168	62	393	455

and verifying bibliographic data in trade catalogs. Differences of 29 percentage points are shown in Tables 30 and 31 for both tasks. Clerks performed this task in 25.3 percent of the elementary schools and 54.5 percent of the secondary schools.

The highest performance rates for clerks or aides in library media centers in both elementary and secondary schools were reported for handling correspondence and other tasks requiring typing. Clerks or aides handled correspondence in 87.1 percent of the 225 elementary schools in which they were employed and typed notices, requisitions, bulletins, bibliographies, stencils, and orders in 91.6 percent of those schools. Their performance rates were slightly higher in secondary schools. Clerks or aides handled correspondence and typing in 98.5 percent of the 393 secondary schools in which they were employed.

Clerks or aides performed only two other clerical/secretarial tasks in over 75 percent of the secondary schools in which they were employed. They inventoried all materials in 76.3 percent of the schools and filed orders and invoices in 79.4 percent of the schools. They performed only one other task in over 75 percent of the elementary schools in which they were employed; they assisted in the inventory of all materials in 76 percent of those schools.

Clerks or aides performed seven of the 17 clerical/secretarial tasks in more than 50, but less than 75, percent of the participating secondary schools in which they were employed. The seven tasks and respective performance rates were:

Assists in inventorying audiovisual and other equipment......	53.7%
Checks card catalog and shelf list for ordering and duplication of materials..............	67.4
Searches for and verifies bibliographic data in trade catalogs..	54.5
Prepares and assembles bibliographic data for ordering.......	59.8
Prepares adding machine tape to verify total costs of purchases.	73.5
Duplicates or prints cards for materials..................	59.3
Prepares orders for printed catalog cards..................	65.6

Clerks or aides performed only three of the tasks above in more than 50, but less than 75, percent of the participating elementary schools in which they were employed--"assists in inventorying audiovisual and other equipment," 58.7 percent; "checks card catalog and shelf list for ordering and duplication of materials," 55.6 percent; "prepares adding machine tape to verify total costs of purchases," 53.8 percent. They performed the additional task of filing orders and invoices in 60.4 percent of the elementary schools.

The lowest performance rates for clerks or aides in both elementary and secondary schools were for assisting in the sale of paperback books and maintaining publicity records. They performed these tasks in 4.0 percent and 8.0 percent of the elementary schools, respectively, and in 15.3 percent and 14.8 percent of the secondary schools, respectively.

District or Contract Personnel--Elementary schools made greater use of district services for the performance of clerical/secretarial tasks than secondary schools. This was particularly evident for tasks such as handling credit memorandums and invoices, verifying adding machine totals for purchase orders, printing and/or ordering cards for new materials. All of these tasks were performed by district personnel for more than 25, but less than 50, percent of the 239 participating elementary schools, but for less than 25 percent of the 455 participating secondary schools. As shown in Tables 30 and 31, district personnel performed these four tasks for the highest percentages of schools on both levels. The types of clerical/secretarial tasks performed most often by district personnel were those involved in the order and purchase of materials and equipment.

Summary

The following pages summarize the principal findings of the analysis of the performance of 300 tasks performed by personnel in five paid staff positions in library media centers. For purposes of analysis, the 300 tasks were grouped into 12 duty categories corresponding to the major types of duties performed in school library media centers.

Development of Educational Program--Tasks related to the development of the educational program were without exception performed by heads of library media centers in a greater percentage of the participating elementary schools than by any other type of staff member. However, this was not the case in secondary-school centers. A greater percentage of assistant librarians than of heads of centers participated in team-teaching activities and planned and discussed library-involved topics, units, and activities with teachers. Audiovisual specialists participated in the development of the educational program where audiovisual services were involved. Technicians and clerks had relatively little to do with this area of service.

Administrative Tasks--Administrative tasks at the building level were performed by a greater number of heads of library media centers than by any other paid staff member in both elementary and secondary schools. In the elementary schools, 23 of the 53 administrative tasks included in the checklist were performed by over three-fourths of the heads of participating centers. An exception to this general pattern was found in the responses to tasks relating to audiovisual services. Audiovisual specialists were generally responsible for tasks such as the training of student audiovisual aides and scheduling of equipment inventories. The participation of both technicians and clerks was minimal. In general, elementary-school library media center staffs tended to rely more heavily on administrative services supplied by school district personnel than did secondary-school staffs.

Instructional Tasks--Instructional tasks were performed by a greater percentage of heads of library media centers in elementary schools than in secondary schools. However, respondents in secondary schools reported assistant librarians performing instructional tasks to a greater extent than heads of library media centers. Audiovisual specialists performed instructional tasks involving the use of audiovisual equipment to a greater extent than did personnel in any other staff position. The greatest participation of technicians and district personnel involved conducting workshops for teachers in the use of audiovisual materials and equipment. The only area in which clerks or aides contributed substantially to instruction was in assisting with independent study and assignments carried out in the library media center. On the secondary level, clerks or aides also shared in giving instruction in the use of audiovisual equipment. Elementary schools utilized district services to a greater extent than secondary schools. Instructional duties related to reading were performed largely by heads of library media centers and assistant librarians, but to a greater degree on the elementary level with approximately one-half of the schools reporting the performance of these tasks by such personnel.

Special Services to Faculty and Students--The highest performance rates for special services depended upon the type of material involved. Services involving audiovisual materials and equipment were, typically, performed by audiovisual specialists rather than by librarians in a greater percentage of the schools employing these personnel. Services involving print materials were performed largely by heads of library media centers in a greater percentage of the participating elementary schools, and by both heads of centers and assistant librarians in participating secondary schools in which they were employed.

Selection Tasks--Selection of materials was generally performed by heads of both elementary and secondary library media centers with heavy support from assistant librarians. Audiovisual specialists were largely responsible for the selection of audiovisual equipment. As in other categories of tasks, staffs in elementary-school library media centers relied more on district services than did secondary-school staffs. This was particularly true in the evaluation and selection of audiovisual equipment. Secondary-school staffs also utilized district services more frequently for evaluation and selection of equipment than of materials. More than one-half of the elementary schools and more than one-third of the secondary schools in the survey utilized district services for evaluation and selection of audiovisual equipment.

Acquisition Tasks--Tasks relating to the acquisition of materials and equipment were performed more frequently by clerks or aides on both elementary- and secondary-school levels than by any other type of personnel with the exception of heads of library media centers. Heads of library media centers performed tasks, such as following up outstanding orders and acknowledging gifts and exchanges, more often than did personnel in other staff positions.

Production Tasks--Graphic production was carried out by all types of personnel from heads of library media centers to paid clerks or aides, with the exception of heads of secondary-school library media centers who performed such tasks less frequently than other staff personnel. However, production involving audiovisual equipment was clearly the concern of audiovisual specialists and technicians in both elementary and secondary schools in which these personnel were employed. The greater reliance on audiovisual specialists and technicians by secondary-school library media staffs is due, no doubt, to the greater numbers of such persons in the secondary schools.

Preparation Tasks--Tasks involving preparation of materials, just as acquisition of materials and equipment, were by nature, largely clerical. Therefore, these tasks were performed by a greater percentage of clerical persons in both elementary- and secondary-school library media centers. However, technicians and audiovisual specialists were largely responsible for the preparation of graphic materials locally produced, such as mounting slides and transparencies produced in the school. Policy decisions regarding methods of preparation were made by either the head of the center or the audiovisual specialist in both elementary and secondary schools. District services were used more frequently by the staffs of elementary- than secondary-school library media centers.

Organizational Tasks--Policy decisions regarding classification and cataloging of materials were made by three-fourths of the heads of secondary-school library media centers while not quite two-thirds of the heads of elementary-school centers made such decisions.

Even then, more than one-half of the heads of centers in elementary schools shared the decision-making with district personnel. Only one-fourth of the secondary schools relied on district decisions. Tasks relating to audiovisual equipment were more frequently performed by audiovisual personnel. However, on both the elementary and secondary levels, nonprint materials were organized and maintained by heads of library media centers and audiovisual specialists in well over one-half of the schools in which each served. Elementary schools more frequently relied on central processing than did secondary schools, for the classification and cataloging of print materials. Over one-half of the elementary schools utilized central processing, but less than one-third of the secondary schools made use of this service. The same situation is reflected in the preparation of main entry cards.

Circulation Tasks--Routine circulation procedures were by and large the concern of clerks and aides while tasks such as reservation and location of materials and equipment were performed more frequently by assistant librarians. Equipment tasks were primarily the concern of the audiovisual specialists in the secondary school. Policy decisions were, again, made by heads of centers and audiovisual specialists. Very little participation in circulation duties was indicated for district personnel.

Maintenance Tasks--All types of personnel participated heavily in some phase of maintenance of materials and equipment. Repair of print materials was typically handled by clerks, while repair of nonprint materials was handled by either the audiovisual specialists or the technicians. Decisions regarding the need for repair were largely made by heads of library media centers and assistant librarians. Policy regarding maintenance was generally set by heads of library media centers in elementary schools and by audiovisual specialists in secondary schools. Staffs of both elementary- and secondary-school library media centers relied to a great degree on district services for major repair of equipment. However, staffs of library media centers used this service more frequently in participating elementary than secondary schools.

Clerical and Secretarial Tasks--Library media center staffs in secondary schools in the survey relied more on clerical help than did those in the elementary schools. Clerical tasks were performed by clerks or aides in a greater percentage of participating secondary-school library media centers than in elementary-school library media centers. A substantial percent of elementary schools reported clerical tasks performed by heads of library media centers, particularly tasks such as inventorying of materials and checking for duplication of materials. Again, staffs of library media centers in participating elementary schools made greater use of school district clerical services than did those in participating secondary schools.

Analysis of Major Tasks of Each Staff Position

As described earlier in this report, the tasks listed in the Task Analysis Survey Instrument were grouped into 12 categories. Here the individual staff positions are considered according to the duty categories, one-half or more of the tasks of which they perform.

Heads of Library Media Centers

Table 32 shows the percentages of participating schools in which the head of the library media center performed at least one-half of the tasks in each of the 12 major categories of duties. The highest percentages were reported for three categories--administrative tasks, development of educational program, and selection tasks. Heads of library media centers performed at least one-half of the tasks in these categories in over 75 percent of the schools in the survey. This was true regardless of school level.

	Total	Elementary	Secondary
Development of educational program.....	82.3%	89.1%	78.7%
Administrative tasks.......	84.0	83.7	84.2
Selection tasks.......	87.6	86.6	88.1

In addition, heads of library media centers performed at least one-half of the tasks related to instruction and special services to faculty and students in over 75 percent of the 239 elementary schools in the survey: 89.5 percent for instructional tasks and 79.5 percent for special services to faculty and students.

Table 32 also shows differences by staff size. For example, the proportion of heads of library media centers performing at least one-half of the tasks in nine of the 12 categories decreased as staff size increased. This was particularly evident in the category, circulation of materials and equipment. At least one-half of the tasks related to circulation were performed by the head of the center in 61.2 percent of the library media centers with a staff of two to three persons and in 12.4 percent of those centers with a staff of six or more persons. Significant decreases in the proportion of heads of centers performing at least one-half of the tasks were shown for three additional categories. Percentage decreases corresponding to increases in staff size are shown below:

	Staff size	
	2-3 persons	6 or more persons
Acquisition tasks.......	47.1%	15.7%
Organizational tasks.......	60.8	22.5
Clerical and secretarial tasks.......	34.8	4.5

In contrast, for administration and selection of materials and equipment, percentages of centers increased as staff size increased. For example, heads of library media centers performed at least one-half of the administrative tasks in 82.8 percent of the centers with a staff of two to three persons, in 84.1 percent of the centers with a staff of four to five persons, and in 89.9 percent of those with a staff of six or more persons.

The pattern for heads of library media centers in participating secondary schools was similar to that of the total schools. However, there were exceptions for the categories of instructional tasks and special services to faculty and students. The rate of decrease in percentage of centers with increase in staff size was not so pronounced as that for the total schools. For example, the proportion of heads of library media centers performing one-half of the instructional tasks in the total number of schools in the survey decreased by approximately 26 percentage points from staffs of two to three persons to staffs of six or more persons. The proportion of heads of library media centers in secondary schools performing one-half or more of the tasks decreased by approximately 13 percentage points from the small to the large staff size. Similar rates of decrease are shown for special services to faculty and students.

The pattern for heads of library media centers in participating elementary schools

TABLE 32.--PERCENTS OF SCHOOLS IN WHICH HEADS OF LIBRARY MEDIA CENTERS PERFORMED ONE-HALF OR MORE OF THE TASKS IN EACH DUTY CATEGORY, BY SCHOOL LEVEL AND SIZE OF STAFF OF LIBRARY MEDIA CENTER*

DUTY CATEGORIES	TOTAL SCHOOLS				ELEMENTARY SCHOOLS				SECONDARY SCHOOLS			
	STAFF SIZE				STAFF SIZE				STAFF SIZE			
	TOTAL	2-3	4-5	6 OR MORE	TOTAL	2-3	4-5	6 OR MORE	TOTAL	2-3	4-5	6 OR MORE
DEVELOPMENT OF EDUCATIONAL PROGRAM	571 82.3	376 82.8	120 79.5	75 84.3	213 89.1	193 89.3	14 87.5	6 85.7	358 78.7	183 76.9	106 78.5	69 84.1
ADMINISTRATION	583 84.0	376 82.8	127 84.1	80 89.9	200 83.7	179 82.9	14 87.5	7 100.0	383 84.2	197 82.8	113 83.7	73 89.0
INSTRUCTION	476 68.6	349 76.9	82 54.3	45 50.6	214 89.5	198 91.7	12 75.0	4 57.1	262 57.6	151 63.4	70 51.9	41 50.0
SPECIAL SERVICES TO FACULTY AND STUDENTS	411 59.2	301 66.3	75 49.7	35 39.3	190 79.5	175 81.0	13 81.3	2 28.6	221 48.6	126 52.9	62 45.9	33 40.2
SELECTION	608 87.6	392 86.3	131 86.7	85 95.5	207 86.6	185 85.6	15 93.8	7 100.0	401 88.1	207 87.0	116 85.9	78 95.1
ACQUISITION	269 38.8	214 47.1	41 27.2	14 15.7	101 42.3	95 44.0	5 31.3	1 14.3	168 36.9	119 50.0	36 26.7	13 15.9
PRODUCTION	38 5.5	32 7.0	5 3.3	1 1.1	20 8.4	19 8.8	1 6.3	... ...	18 4.0	13 5.5	4 3.0	1 1.2
PREPARATION	97 14.0	89 19.6	6 4.0	2 2.2	55 23.0	53 24.5	2 12.5	... ...	42 9.2	36 15.1	4 3.0	2 2.4
ORGANIZATION	349 50.3	276 60.8	53 35.1	20 22.5	138 57.7	129 59.7	8 50.0	1 14.3	211 46.4	147 61.8	45 33.3	19 23.2
CIRCULATION	331 47.7	278 61.2	42 27.8	11 12.4	150 62.8	142 65.7	7 43.8	1 14.3	181 39.8	136 57.1	35 25.9	10 12.2
MAINTENANCE	188 27.1	161 35.5	20 13.2	7 7.9	92 38.5	87 40.3	5 31.3	... ...	96 21.1	74 31.1	15 11.1	7 8.5
CLERICAL AND SECRETARIAL .	179 25.8	158 34.8	17 11.3	4 4.5	79 33.1	75 34.7	3 18.8	1 14.3	100 22.0	83 34.9	14 10.4	3 3.7
TOTAL NUMBER OF SCHOOLS .	694	454	151	89	239	216	16	7	455	238	135	82

* PERCENTS WILL NOT ADD TO 100.0 BECAUSE OF OVERLAPPING CATEGORIES

varied somewhat from that of the total schools. The outstanding variation by staff size was for special services to faculty and students--a difference of 27 percentage points between small staffs and large staffs in the total number of schools. In contrast, a difference of approximately 62 percentage points was found for heads of library media centers in the participating elementary schools. Similar variations were found for instruction and for maintenance of materials and equipment.

The over-all differences in percentages of schools in which the head of the library media center performed one-half or more of the tasks were greatest for organizational tasks and circulation tasks when comparisons are made by staff size for all schools. However, for elementary schools the greatest differences were found for special services to faculty and students as discussed above. Percentage points of differences between staffs of two to three persons and staffs of six or more persons in all the schools are shown below:

	Total schools	Elementary schools	Secondary schools
Organizational tasks.......	38	45	39
Circulation tasks.......	49	51	45

Regardless of staff size or level of school, the lowest percentages were indicated for production of materials. Heads of centers in only 5.5 percent of the total schools in the survey performed at least one-half of the tasks related to this category of duties: 8.4 percent of the participating elementary schools and 4.0 percent of the participating secondary schools.

The second lowest percentages were reported for preparation of materials. Only 14 percent of all participating schools reported heads of library media centers as performing at least one-half of the tasks in this category. The difference by school level was significant;

TABLE 33.--PERCENTS OF SCHOOLS IN WHICH ASSISTANT LIBRARIANS PERFORMED ONE-HALF OR MORE OF THE TASKS IN EACH DUTY CATEGORY, BY SCHOOL LEVEL AND SIZE OF STAFF OF LIBRARY MEDIA CENTER*

DUTY CATEGORIES	TOTAL SCHOOLS STAFF SIZE				ELEMENTARY SCHOOLS STAFF SIZE				SECONDARY SCHOOLS STAFF SIZE			
	TOTAL	2-3	4-5	6 OR MORE	TOTAL	2-3	4-5	6 OR MORE	TOTAL	2-3	4-5	6 OR MORE
DEVELOPMENT OF EDUCATIONAL PROGRAM	212 30.5	95 20.9	68 45.0	49 55.1	31 13.0	22 10.2	6 37.5	3 42.9	181 39.8	73 30.7	62 45.9	46 56.1
ADMINISTRATION	138 19.9	72 15.9	39 25.8	27 30.3	19 7.9	12 5.6	4 25.0	3 42.9	119 26.2	60 25.2	35 25.9	24 29.3
INSTRUCTION	218 31.4	101 22.2	66 43.7	51 57.3	39 16.3	27 12.5	8 50.0	4 57.1	179 39.3	74 31.1	58 43.0	47 57.3
SPECIAL SERVICES TO FACULTY AND STUDENTS	138 19.9	65 14.3	44 29.1	29 32.6	29 12.1	20 9.3	5 31.3	4 57.1	109 24.0	45 18.9	39 28.9	25 30.5
SELECTION	196 28.2	87 19.2	64 42.4	45 50.6	23 9.6	13 6.0	6 37.5	4 57.1	173 38.0	74 31.1	58 43.0	41 50.0
ACQUISITION	92 13.3	60 13.2	25 16.6	7 7.9	17 7.1	14 6.5	3 18.8	... ...	75 16.5	46 19.3	22 16.3	7 8.5
PRODUCTION	6 .9	3 .7	3 2.0	... ...	2 .8	1 .5	1 6.3	... ...	4 .9	2 .8	2 1.5	... ...
PREPARATION	51 7.3	40 8.8	7 4.6	4 4.5	10 4.2	9 4.2	1 6.3	... ...	41 9.0	31 13.0	6 4.4	4 4.9
ORGANIZATION	185 26.7	94 20.7	48 31.8	43 48.3	29 12.1	20 9.3	6 37.5	3 42.9	156 34.3	74 31.1	42 31.1	40 48.8
CIRCULATION	183 26.4	100 22.0	54 35.8	29 32.6	31 13.0	23 10.6	5 31.3	3 42.9	152 33.4	77 32.4	49 36.3	26 31.7
MAINTENANCE	77 11.1	55 12.1	14 9.3	8 9.0	16 6.7	14 6.5	2 12.5	... ...	61 13.4	41 17.2	12 8.9	8 9.8
CLERICAL AND SECRETARIAL .	62 8.9	45 9.9	14 9.3	3 3.4	10 4.2	8 3.7	2 12.5	... ...	52 11.4	37 15.5	12 8.9	3 3.7
TOTAL NUMBER OF SCHOOLS .	694	454	151	89	239	216	16	7	455	238	135	82

* PERCENTS WILL NOT ADD TO 100.0 BECAUSE OF OVERLAPPING CATEGORIES

heads of centers performed at least one-half of these tasks in 23.0 percent of the participating elementary schools, but in only 9.2 percent of the participating secondary schools.

Assistant Librarians

Assistant librarians performed at least one-half of the tasks in each of the 12 duty categories in less than one-third of all the schools in the survey, as shown in Table 33. The three highest percentages of schools were 30.5 percent for development of educational program, 31.4 percent for instructional tasks, and 28.2 percent for selection tasks. The lowest percentages were for production tasks, preparation tasks, and clerical/secretarial tasks--0.9 percent, 7.3 percent, and 8.9 percent, respectively.

In general, the percentages of schools increased as staff size increased, particularly for the categories, development of educational program, and instructional tasks, where the difference was approximately 35 percentage points between staffs of two to three persons and staffs of six or more persons.

The percentages of schools decreased as staff size increased for three categories--preparation tasks, maintenance tasks, and clerical/secretarial tasks. Assistant librarians performed one-half of the tasks in each category in small percentages of the total number of schools in the survey. The percentages of schools with small, medium, and large library media center staffs were below 15 percent for each of the three categories.

Percentages for circulation tasks increased as staff size increased from small to medium. However, for the total number of schools, and for the secondary schools, the percentages decreased as staff size increased from medium to large. For example, the percentage of schools in which assistant librarians performed at least one-half of the circulation tasks increased from 22.0 percent of all the schools with a library media center staff of two to three persons to 35.8 percent of the schools with a library media center staff of four to five persons; it decreased to 32.6 percent of the schools with a library media center staff of six or more persons.

In general, elementary and secondary schools followed the pattern of increase and decrease shown in Table 33 for the total schools. However, percentages of increase in the elementary schools were relatively low in comparison with those of the secondary schools. The highest percentage for the elementary schools was 16.3 percent for the performance of at least one-half of the instructional tasks. The highest percentage for the secondary schools was 39.8 percent for development of the educational program. Assistant librarians in over one-third of the participating secondary schools performed one-half of the tasks in each of the four additional categories shown below:

Instructional tasks....................	39.3%
Selection tasks........................	38.0
Organizational tasks...................	34.3
Circulation tasks......................	33.4

Audiovisual Specialists

Table 34 shows the percentages of schools in which audiovisual specialists performed at least one-half of the tasks in each of the 12 duty categories listed. Tasks involving both print and nonprint materials were included in each of the categories, as listed in Tables 8-31. Data in those tables show that audiovisual persons in the sample schools were more specialized in tasks performed. Therefore, the percentages of schools in the more generalized analysis in Table 34 are low in comparison to those for other staff personnel.

The highest percentages of schools were reported for selection tasks--11.2 percent for all schools, 4.2 percent for elementary schools, and 14.9 percent for secondary schools.

For four duty categories percentages increased as staff size in the total number of participating schools increased. However, only three of the categories, showed any substantial differences between small and large centers--development of educational program, selection tasks, and production tasks, approximately 26 and 29 percentage points for the first two categories, respectively.

In general, however, percentages of the total number of schools increased as staff size increased from small (two to three persons) to medium (four to five persons), but decreased as staff size increased from medium to large (six or more persons). This was true in the total schools for eight of the categories, and in the elementary and secondary schools for six categories, as shown in Table 34.

Technicians

Table 35 shows the percentages of schools in which library and/or audiovisual technicians performed at least one-half of the tasks in each of the 12 duty categories. The most striking aspect of Table 35 is its sparseness. The small numbers by staff size and by level of school divisions indicate both the small number of schools utilizing the services of trained technicians in the library media center and the high degree of task specialization of technicians in the sample schools. Their services were not utilized in a general capac-

TABLE 34.--PERCENTS OF SCHOOLS IN WHICH AUDIOVISUAL SPECIALISTS PERFORMED ONE-HALF OR MORE OF THE TASKS IN EACH DUTY CATEGORY, BY SCHOOL LEVEL AND SIZE OF STAFF OF LIBRARY MEDIA CENTER*

DUTY CATEGORIES	TOTAL SCHOOLS				ELEMENTARY SCHOOLS				SECONDARY SCHOOLS			
	STAFF SIZE				STAFF SIZE				STAFF SIZE			
	TOTAL	2-3	4-5	6 OR MORE	TOTAL	2-3	4-5	6 OR MORE	TOTAL	2-3	4-5	6 OR MORE
DEVELOPMENT OF EDUCATIONAL PROGRAM	61 8.8	15 3.3	20 13.2	26 29.2	7 2.9	3 1.4	2 12.5	2 28.6	54 11.9	12 5.0	18 13.3	24 29.3
ADMINISTRATION	21 3.0	7 1.5	7 4.6	7 7.9	6 2.5	2 .9	2 12.5	2 28.6	15 3.3	5 2.1	5 3.7	5 6.1
INSTRUCTION	11 1.6	3 .7	7 4.6	1 1.1	4 1.7	1 .5	2 12.5	1 14.3	7 1.5	2 .8	5 3.7	... ...
SPECIAL SERVICES TO FACULTY AND STUDENTS	11 1.6	4 .9	6 4.0	1 1.1	3 1.3	1 .5	2 12.5	... ...	8 1.8	3 1.3	4 3.0	1 1.2
SELECTION	78 11.2	17 3.7	32 21.2	29 32.6	10 4.2	3 1.4	4 25.0	3 42.9	68 14.9	14 5.9	28 20.7	26 31.7
ACQUISITION	5 .7	3 .7	2 1.3	... ...	2 .8	2 .9	... ...	... ...	3 .7	1 .4	2 1.5	... ...
PRODUCTION	41 5.9	8 1.8	16 10.6	17 19.1	5 2.1	1 .5	2 12.5	2 28.6	36 7.9	7 2.9	14 10.4	15 18.3
PREPARATION	4 .6	1 .2	3 2.0	... ...	2 .8	1 .5	1 6.3	... ...	2 .4	... ...	2 1.5	... ...
ORGANIZATION	6 .9	2 .4	3 2.0	1 1.1	1 .4	... ...	1 6.3	... ...	5 1.1	2 .8	2 1.5	1 1.2
CIRCULATION	22 3.2	5 1.1	11 7.3	6 6.7	3 1.3	1 .5	2 12.5	... ...	19 4.2	4 1.7	9 6.7	6 7.3
MAINTENANCE	18 2.6	4 .9	9 6.0	5 5.6	1 .4	... ...	1 6.3	... ...	17 3.7	4 1.7	8 5.9	5 6.1
CLERICAL AND SECRETARIAL .	4 .6	1 .2	3 2.0	... ...	2 .8	1 .5	1 6.3	... ...	2 .4	... ...	2 1.5	... ...
TOTAL NUMBER OF SCHOOLS .	694	454	151	89	239	216	16	7	455	238	135	82

* PERCENTS WILL NOT ADD TO 100.0 BECAUSE OF OVERLAPPING CATEGORIES

ity in the performance of any one of the duty categories.

Though the percentages of schools are higher for four categories in the elementary schools with center staffs of six or more persons, the base numbers from which the percents were calculated are so much smaller than the base numbers at the secondary level that it is possible for erroneous implications to be drawn; therefore, no detailed analysis of Table 35 has been made. For a description of the separate tasks performed by technicians in both the elementary and secondary schools in the survey, see Tables 8 through 31.

Clerks or Aides

Table 36 shows the percentages of schools in which paid adult clerks or aides performed at least one-half of the tasks in each of the 12 duty categories listed. In general, the percentages of schools increased as staff size increased. This was true in the six major categories representing substantial participation by clerks or aides.

An exception was reported for organizational tasks in library media centers in participating elementary schools--the percentage of schools decreased as staff size increased from medium to large, 62.5 percent and 57.1 percent, respectively.

Clerks or aides performed at least one-half of the acquisition tasks in 50.6 percent of the schools in the survey; this category ranked number one. Second was clerical and secretarial tasks--nearly 50 percent of the participating schools. They performed at least one-half of the tasks related to preparation and circulation of materials and equipment in the highest percentage (47.7 percent for each category) of participating elementary schools, and the percentages of schools increased as the staff size increased. They performed at least one-half of the acquisition tasks and clerical/secretarial tasks in the highest percentages of the participating secondary schools--54.9 percent and 54.1 percent, respectively.

The lowest percentages of schools reporting that clerks or aides performed one-half or more of the tasks were for the categories of administration, development of educational program, selection, production, and instruction--all below 5.0 percent. No data were tabulated for special services to faculty and students since clerks or aides performed less than one-half of the tasks in this duty category.

Adult Volunteers and Student Aides

Adult volunteers and student aides were used in a more generalized capacity rather than in the specialized performance of any of the 12 major duties shown in Tables 37 and 38. They performed one-half or more of the tasks in the category, preparation of materials, in the highest percentages of schools in the survey. Adult volunteers performed at least one-half of these tasks in 5.8 percent of the total number of schools; student aides performed them in 21.8 percent of the schools. One-half or more of the tasks in the remaining duty categories were performed by nonpaid staff members in very small percentages of schools.

Duties Performed Outside the Building

Table 39 shows the percentages of schools in which at least one-half of the tasks in each of the 12 duty categories was performed outside the school building. The term, "outside the building," generally, referred to the performance of tasks by district personnel. Photographic services and equipment repair were exceptions. Photographic services were frequently performed by a professional photographer or photography shop; equipment was often repaired by the firm from which it was purchased.

The highest percentages of both elementary and secondary schools reported that at least

TABLE 35.--PERCENTS OF SCHOOLS IN WHICH TECHNICIANS PERFORMED ONE-HALF OR MORE OF THE TASKS IN EACH DUTY CATEGORY, BY SCHOOL LEVEL AND SIZE OF STAFF OF LIBRARY MEDIA CENTER*

DUTY CATEGORIES	TOTAL SCHOOLS STAFF SIZE				ELEMENTARY SCHOOLS STAFF SIZE				SECONDARY SCHOOLS STAFF SIZE			
	TOTAL	2-3	4-5	6 OR MORE	TOTAL	2-3	4-5	6 OR MORE	TOTAL	2-3	4-5	6 OR MORE
DEVELOPMENT OF EDUCATIONAL PROGRAM	1 .1	... ...	... ...	1 1.1	1 .4	... ...	... ...	1 14.3	... ...	... ...	... ...	... ...
ADMINISTRATION	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
INSTRUCTION	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
SPECIAL SERVICES TO FACULTY AND STUDENTS	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
SELECTION	4 .6	2 .4	1 .7	1 1.1	1 .4	... ...	... ...	1 14.3	3 .7	2 .8	1 .7	... ...
ACQUISITION	7 1.0	4 .9	2 1.3	1 1.1	1 .4	1 .5	... ...	... ...	6 1.3	3 1.3	2 1.5	1 1.2
PRODUCTION	9 1.3	... ...	4 2.6	5 5.6	3 1.3	... ...	2 12.5	1 14.3	6 1.3	... ...	2 1.5	4 4.9
PREPARATION	9 1.3	5 1.1	2 1.3	2 2.2	2 .8	2 .9	... ...	... ...	7 1.5	3 1.3	2 1.5	2 2.4
ORGANIZATION	6 .9	3 .7	2 1.3	1 1.1	1 .4	1 .5	... ...	... ...	5 1.1	2 .8	2 1.5	1 1.2
CIRCULATION	10 1.4	4 .9	2 1.3	4 4.5	2 .8	1 .5	... ...	1 14.3	8 1.8	3 1.3	2 1.5	3 3.7
MAINTENANCE	10 1.4	4 .9	3 2.0	3 3.4	1 .4	1 .5	... ...	... ...	9 2.0	3 1.3	3 2.2	3 3.7
CLERICAL AND SECRETARIAL .	5 .7	2 .4	2 1.3	1 1.1	... ...	... ...	... ...	... ...	5 1.1	2 .8	2 1.5	1 1.2
TOTAL NUMBER OF SCHOOLS .	694	454	151	89	239	216	16	7	455	238	135	82

* PERCENTS WILL NOT ADD TO 100.0 BECAUSE OF OVERLAPPING CATEGORIES

one-half of the tasks related to the selection of materials and equipment were performed outside the building. In general, the smaller the library media center staff in the total number of schools, the more frequently district or contract personnel performed one-half or more of these tasks. However, as the staff size increased from small (two to three persons) to medium (four to five persons), the percentage of elementary schools utilizing outside services increased. For example, selection services for one-half or more of the tasks increased from 31.0 percent to 43.8 percent.

Half or more of the tasks related to acquisition of materials and equipment were performed outside the building for the second highest percentages of the elementary and secondary schools in the survey, and for more of the elementary than of the secondary schools, 22.2 percent and 9.7 percent, respectively.

District personnel were also significantly involved in the administration of the library media center in the participating elementary schools. They performed one-half or more of the administrative tasks for 20.5 percent of the elementary schools. Overall, outside services were used to a greater extent by the library media center staff in the elementary than secondary schools in the survey.

Summary

Heads of library media centers performed at least 50 percent of the tasks in three duty categories in the highest percentages of elementary and secondary schools in the survey. They performed at least one-half of the tasks related to administration, development of the educational program, and selection of materials and equipment in over three-fourths of the schools on both levels.

Assistant librarians performed at least one-half of the tasks related to the development of the educational program and instruction in the highest percentages of the total

TABLE 36.--PERCENTS OF SCHOOLS IN WHICH PAID ADULT CLERKS OR AIDES PERFORMED ONE-HALF OR MORE OF THE TASKS IN EACH DUTY CATEGORY, BY SCHOOL LEVEL AND SIZE OF STAFF OF LIBRARY MEDIA CENTER*

DUTY CATEGORIES	TOTAL SCHOOLS STAFF SIZE				ELEMENTARY SCHOOLS STAFF SIZE				SECONDARY SCHOOLS STAFF SIZE			
	TOTAL	2-3	4-5	6 OR MORE	TOTAL	2-3	4-5	6 OR MORE	TOTAL	2-3	4-5	6 OR MORE
DEVELOPMENT OF EDUCATIONAL PROGRAM	1 .1	1 .2	... ...	... ...	... ...	... ...	... ...	... ...	1 .2	1 .4	... ...	... ...
ADMINISTRATION	1 .1	1 .2	... ...	... ...	... ...	... ...	... ...	... ...	1 .2	1 .4	... ...	... ...
INSTRUCTION	4 .6	3 .7	... ...	1 1.1	1 .4	1 .5	... ...	... ...	3 .7	2 .8	... ...	1 1.2
SPECIAL SERVICES TO FACULTY AND STUDENTS	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
SELECTION	2 .3	1 .2	1 .7	... ...	... ...	... ...	... ...	... ...	2 .4	1 .4	1 .7	... ...
ACQUISITION	351 50.6	194 42.7	89 58.9	68 76.4	105 43.9	88 40.7	11 68.8	6 85.7	246 54.1	106 44.5	78 57.8	62 75.6
PRODUCTION	15 2.2	9 2.0	5 3.3	1 1.1	6 2.5	5 2.3	1 6.3	... ...	9 2.0	4 1.7	4 3.0	1 1.2
PREPARATION	303 43.7	187 41.2	62 41.1	54 60.7	114 47.7	99 45.8	8 50.0	7 100.0	189 41.5	88 37.0	54 40.0	47 57.3
ORGANIZATION	192 27.7	109 24.0	48 31.8	35 39.3	70 29.3	56 25.9	10 62.5	4 57.1	122 26.8	53 22.3	38 28.1	31 37.8
CIRCULATION	317 45.7	176 38.8	81 53.6	60 67.4	114 47.7	97 44.9	11 68.8	6 85.7	203 44.6	79 33.2	70 51.9	54 65.9
MAINTENANCE	195 28.1	110 24.2	50 33.1	35 39.3	68 28.5	59 27.3	5 31.3	4 57.1	127 27.9	51 21.4	45 33.3	31 37.8
CLERICAL AND SECRETARIAL .	345 49.7	183 40.3	96 63.6	66 74.2	95 39.7	79 36.6	10 62.5	6 85.7	250 54.9	104 43.7	86 63.7	60 73.2
TOTAL NUMBER OF SCHOOLS .	694	454	151	89	239	216	16	7	455	238	135	82

* PERCENTS WILL NOT ADD TO 100.0 BECAUSE OF OVERLAPPING CATEGORIES

number of schools in the survey. They performed one-half of these tasks in nearly one-third of the participating schools--30.5 percent for development of the educational program and 31.4 percent for instruction.

Audiovisual specialists performed one-half or more of the selection tasks in 11.2 percent of the schools participating in the survey. Tasks oriented to audiovisual services were scattered throughout the 12 duty categories. Data previously discussed show that audiovisual specialists in the survey were more specialized in their task roles than personnel in the other staff positions.

Technicians were also more specialized in tasks performed. As Table 35 shows, they were not used in a general capacity in the performance of any one of the 12 duty categories.

Clerks or aides performed at least one-half of the acquisition tasks and clerical/secretarial tasks in the highest percentages of both elementary and secondary schools in the survey--one-half or more of the tasks related to acquisition of materials and equipment in 50.6 percent of the schools and clerical/secretarial tasks in approximately 50.0 percent.

Adult volunteers and student aides performed one-half or more of the tasks related to preparation of materials in the highest percentage of schools in the survey--21.8 percent for audiovisual specialists and 5.8 percent for student aides.

District personnel performed half or more of the selection tasks for the highest percentages of participating elementary and secondary schools--22.2 percent of the total number of schools in the survey.

Other School Personnel Performing Library Media Center Tasks

Important to the effectiveness and integration of the school library media center with

TABLE 37.--PERCENTS OF SCHOOLS IN WHICH ADULT VOLUNTEERS PERFORMED ONE-HALF OR MORE OF THE TASKS IN EACH DUTY CATEGORY, BY SCHOOL LEVEL AND SIZE OF STAFF OF LIBRARY MEDIA CENTER*

	TOTAL SCHOOLS STAFF SIZE				ELEMENTARY SCHOOLS STAFF SIZE				SECONDARY SCHOOLS STAFF SIZE			
DUTY CATEGORIES	TOTAL	2-3	4-5	6 OR MORE	TOTAL	2-3	4-5	6 OR MORE	TOTAL	2-3	4-5	6 OR MORE
DEVELOPMENT OF EDUCATIONAL PROGRAM	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
ADMINISTRATION	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
INSTRUCTION	1 .1	1 .2	... ...	... ...	1 .4	1 .5	... ...	... ...	... ...	... ...	... ...	... ...
SPECIAL SERVICES TO FACULTY AND STUDENTS	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
SELECTION	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
ACQUISITION	10 1.4	10 2.2	... ...	... ...	5 2.1	5 2.3	... ...	... ...	5 1.1	5 2.1	... ...	... ...
PRODUCTION	2 .3	2 .4	... ...	... ...	2 .8	2 .9	... ...	... ...	... ...	... ...	... ...	... ...
PREPARATION	40 5.8	35 7.7	3 2.0	2 2.2	26 10.9	26 12.0	... ...	... ...	14 3.1	9 3.8	3 2.2	2 2.4
ORGANIZATION	5 .7	5 1.1	... ...	... ...	4 1.7	4 1.9	... ...	... ...	1 .2	1 .4	... ...	... ...
CIRCULATION	3 .4	3 .7	... ...	... ...	2 .8	2 .9	... ...	... ...	1 .2	1 .4	... ...	... ...
MAINTENANCE	1 .1	1 .2	... ...	... ...	1 .4	1 .5	... ...	... ...	... ...	... ...	... ...	... ...
CLERICAL AND SECRETARIAL .	8 1.2	7 1.5	... ...	1 1.1	7 2.9	6 2.8	... ...	1 14.3	1 .2	1 .4	... ...	... ...
TOTAL NUMBER OF SCHOOLS .	694	454	151	89	239	216	16	7	455	238	135	82

* PERCENTS WILL NOT ADD TO 100.0 BECAUSE OF OVERLAPPING CATEGORIES

the total educational program is the cooperative working relationship between the staff of the center and other school personnel. Survey respondents were asked to indicate school personnel, other than the library media center staff, who performed any of the 300 tasks listed in the Task Analysis Survey Instrument. Personnel most frequently identified were building administrators, teachers, counselors, and "other" personnel such as office clerks and secretaries, custodians, and student teachers. Administrators, as used here, referred to principals, vice-principals, administrative interns, and administrative assistants. Teachers included department heads and faculty committees, as well as classroom teachers.

Members of the library media center staff in participating schools worked most frequently with teachers and building administrators. Teachers represented 46.6 percent of the elementary-school personnel outside the library media center who performed related tasks, either with or without a member of the library media center staff, and 52.1 percent of such personnel in the secondary schools.

Principals were more highly involved in the tasks of the library media center in participating elementary than secondary schools. They represented 45.6 percent of the elementary, and 33.6 percent of the secondary, school personnel who participated in the performance of library media center tasks.

Counselors were least involved in the tasks of the library media center on both school levels, though they participated to a greater extent on the secondary than on the elementary level. They represented less than 5.0 percent of the school personnel outside the center who performed any of the 300 library media center tasks listed in the survey instrument.

Office clerks and secretaries, custodians, and student teachers represented the remaining percentages of school personnel outside the

TABLE 38.--PERCENTS OF SCHOOLS IN WHICH STUDENT AIDES PERFORMED ONE-HALF OR MORE OF THE TASKS IN EACH DUTY CATEGORY, BY SCHOOL LEVEL AND SIZE OF STAFF OF LIBRARY MEDIA CENTER*

DUTY CATEGORIES	TOTAL SCHOOLS				ELEMENTARY SCHOOLS				SECONDARY SCHOOLS			
	STAFF SIZE				STAFF SIZE				STAFF SIZE			
	TOTAL	2-3	4-5	6 OR MORE	TOTAL	2-3	4-5	6 OR MORE	TOTAL	2-3	4-5	6 OR MORE
DEVELOPMENT OF EDUCATIONAL PROGRAM	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	...	...	...
ADMINISTRATION	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	...	...	...
INSTRUCTION	1	1	...	...	...	...	...	...	1	1	...	...
	.1	.2	...	...	...	...	...	...	.2	.4	...	...
SPECIAL SERVICES TO FACULTY AND STUDENTS	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	...	...	...
SELECTION	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	...	...	...
ACQUISITION	22	16	6	...	3	3	...	...	19	13	6	...
	3.2	3.5	4.0	...	1.3	1.4	...	...	4.2	5.5	4.4	...
PRODUCTION	3	1	2	...	...	...	...	...	3	1	2	...
	.4	.2	1.3	...	...	...	...	...	.7	.4	1.5	...
PREPARATION	151	92	36	23	5	3	1	1	146	89	35	22
	21.8	20.3	23.8	25.8	2.1	1.4	6.3	14.3	32.1	37.4	25.9	26.8
ORGANIZATION	4	3	1	...	...	...	...	...	4	3	1	...
	.6	.7	.7	...	...	...	...	...	.9	1.3	.7	...
CIRCULATION	37	28	8	1	3	3	...	...	34	25	8	1
	5.3	6.2	5.3	1.1	1.3	1.4	...	...	7.5	10.5	5.9	1.2
MAINTENANCE	11	4	7	...	...	...	...	...	11	4	7	...
	1.6	.9	4.6	...	...	...	...	...	2.4	1.7	5.2	...
CLERICAL AND SECRETARIAL .	19	13	6	...	...	...	...	...	19	13	6	...
	2.7	2.9	4.0	...	...	...	...	...	4.2	5.5	4.4	...
TOTAL NUMBER OF SCHOOLS .	694	454	151	89	239	216	16	7	455	238	135	82

* PERCENTS WILL NOT ADD TO 100.0 BECAUSE OF OVERLAPPING CATEGORIES

TABLE 39.--PERCENTS OF SCHOOLS FOR WHICH ONE-HALF OR MORE OF THE TASKS IN EACH DUTY CATEGORY WERE PERFORMED OUTSIDE THE BUILDING, BY SCHOOL LEVEL AND SIZE OF STAFF OF LIBRARY MEDIA CENTER*

DUTY CATEGORIES	TOTAL SCHOOLS				ELEMENTARY SCHOOLS				SECONDARY SCHOOLS			
	STAFF SIZE				STAFF SIZE				STAFF SIZE			
	TOTAL	2-3	4-5	6 OR MORE	TOTAL	2-3	4-5	6 OR MORE	TOTAL	2-3	4-5	6 OR MORE
DEVELOPMENT OF EDUCATIONAL PROGRAM	55 7.9	43 9.5	9 6.0	3 3.4	31 13.0	29 13.4	2 12.5	... ...	24 5.3	14 5.9	7 5.2	3 3.7
ADMINISTRATION	89 12.8	65 14.3	17 11.3	7 7.9	49 20.5	45 20.8	4 25.0	... ...	40 8.8	20 8.4	13 9.6	7 8.5
INSTRUCTION	1 .1	1 .2	... ...	... ...	... ...	... ...	... ...	... ...	1 .2	1 .4	... ...	... ...
SPECIAL SERVICES TO FACULTY AND STUDENTS	3 .4	2 .4	1 .7	... ...	1 .4	1 .5	... ...	... ...	2 .4	1 .4	1 .7	... ...
SELECTION	154 22.2	112 24.7	29 19.2	13 14.6	76 31.8	67 31.0	7 43.8	2 28.6	78 17.1	45 18.9	22 16.3	11 13.4
ACQUISITION	97 14.0	70 15.4	19 12.6	8 9.0	53 22.2	49 22.7	3 18.8	1 14.3	44 9.7	21 8.8	16 11.9	7 8.5
PRODUCTION	49 7.1	36 7.9	10 6.6	3 3.4	22 9.2	22 10.2	... ...	... ...	27 5.9	14 5.9	10 7.4	3 3.7
PREPARATION	29 4.2	19 4.2	10 6.6	... ...	11 4.6	9 4.2	2 12.5	... ...	18 4.0	10 4.2	8 5.9	... ...
ORGANIZATION	26 3.7	18 4.0	7 4.6	1 1.1	19 7.9	17 7.9	2 12.5	... ...	7 1.5	1 .4	5 3.7	1 1.2
CIRCULATION	7 1.0	7 1.5	... ...	... ...	5 2.1	5 2.3	... ...	... ...	2 .4	2 .8	... ...	... ...
MAINTENANCE	41 5.9	32 7.0	9 6.0	... ...	23 9.6	21 9.7	2 12.5	... ...	18 4.0	11 4.6	7 5.2	... ...
CLERICAL AND SECRETARIAL .	13 1.9	11 2.4	1 .7	1 1.1	11 4.6	11 5.1	... ...	... ...	2 .4	... ...	1 .7	1 1.2
TOTAL NUMBER OF SCHOOLS .	694	454	151	89	239	216	16	7	455	238	135	82

* PERCENTS WILL NOT ADD TO 100.0 BECAUSE OF OVERLAPPING CATEGORIES

center who performed library media center tasks--7.1 percent on the elementary level and 11.9 percent on the secondary level.

Data, not shown here, indicated that teachers in elementary and secondary schools were most highly involved in the duties of instruction and special services to faculty and students. Principals on both school levels were, naturally, more involved in the performance of administrative tasks with, or for, the head of the library media center. Since tasks such as the identification of students in need of guidance and counseling were included in the special services category, counselors participated in this area to a greater extent than in any other area.

"Other" school personnel in participating elementary schools were most highly involved in the performance of special services for faculty and students; those in participating secondary schools were more involved in the performance of production tasks than in any of the other duty categories.

Duties and Tasks Not Performed

Respondents were asked to indicate which of the 300 tasks listed in the Task Analysis Survey Instrument were not performed by any staff member in their school. The following is a summarization of the duties in which at least one-half of the tasks were not performed and of individual tasks not performed in the participating schools.

Duty Categories

Table 40 shows the percentages of schools in which at least one-half of the tasks in each of the 12 duty categories were not performed. The category most frequently reported for both elementary and secondary schools was production of materials--48.1 percent of the participating elementary schools and 44.0 percent of the secondary. As the size of the library media center staff increased on both school levels, the percentages of schools reporting nonperformance of one-half of the production tasks decreased.

TABLE 40.--PERCENTS OF SCHOOLS IN WHICH ONE-HALF OR MORE OF THE TASKS IN EACH DUTY CATEGORY WERE NOT PERFORMED, BY SCHOOL LEVEL AND SIZE OF STAFF OF LIBRARY MEDIA CENTER*

DUTY CATEGORIES	TOTAL SCHOOLS STAFF SIZE				ELEMENTARY SCHOOLS STAFF SIZE				SECONDARY SCHOOLS STAFF SIZE			
	TOTAL	2-3	4-5	6 OR MORE	TOTAL	2-3	4-5	6 OR MORE	TOTAL	2-3	4-5	6 OR MORE
DEVELOPMENT OF EDUCATIONAL PROGRAM	33 4.8	27 5.9	6 4.0	... ...	8 3.3	7 3.2	1 6.3	... ...	25 5.5	20 8.4	5 3.7	... ...
ADMINISTRATION	7 1.0	7 1.5	... ...	... ...	3 1.3	3 1.4	... ...	... ...	4 .9	4 1.7	... ...	... ...
INSTRUCTION	71 10.2	37 8.1	25 16.6	9 10.1	3 1.3	2 .9	1 6.3	... ...	68 14.9	35 14.7	24 17.8	9 11.0
SPECIAL SERVICES TO FACULTY AND STUDENTS	69 9.9	43 9.5	16 10.6	10 11.2	9 3.8	8 3.7	1 6.3	... ...	60 13.2	35 14.7	15 11.1	10 12.2
SELECTION	10 1.4	9 2.0	... ...	1 1.1	4 1.7	4 1.9	... ...	... ...	6 1.3	5 2.1	... ...	1 1.2
ACQUISITION	7 1.0	5 1.1	1 .7	1 1.1	4 1.7	4 1.9	... ...	... ...	3 .7	1 .4	1 .7	1 1.2
PRODUCTION	315 45.4	237 52.2	53 35.1	25 28.1	115 48.1	108 50.0	5 31.3	2 28.6	200 44.0	129 54.2	48 35.6	23 28.0
PREPARATION	7 1.0	6 1.3	1 .7	... ...	5 2.1	5 2.3	... ...	... ...	2 .4	1 .4	1 .7	... ...
ORGANIZATION	2 .3	1 .2	1 .7	... ...	1 .4	1 .5	... ...	... ...	1 .2	... ...	1 .7	... ...
CIRCULATION	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
MAINTENANCE	13 1.9	12 2.6	... ...	1 1.1	7 2.9	7 3.2	... ...	... ...	6 1.3	5 2.1	... ...	1 1.2
CLERICAL AND SECRETARIAL .	3 .4	3 .7	... ...	... ...	2 .8	2 .9	... ...	... ...	1 .2	1 .4	... ...	... ...
TOTAL NUMBER OF SCHOOLS .	694	454	151	89	239	216	16	7	455	238	135	82

* PERCENTS WILL NOT ADD TO 100.0 BECAUSE OF OVERLAPPING CATEGORIES

Data reported for instructional tasks and special services to faculty and students show substantial differences by school level. At least one-half of the instructional tasks were not performed in 1.3 percent of the elementary schools but in 14.9 percent of the secondary. At least one-half of the tasks related to special services to faculty and students were not performed in 3.8 percent of the elementary schools but in 13.2 percent of the secondary.

For the nine remaining duty categories, the percentages of schools in which one-half or more of the tasks were not performed were below 10 percent.

Tasks

The individual tasks listed below are those reported as not performed in 50 percent or more of the 239 elementary and 455 secondary schools in the survey; the percentages of schools reporting nonperformance of each task listed are shown by school level. A blank in either column indicates that the task was performed in at least one-half of the participating schools.

Duties and tasks	Elementary schools	Secondary schools
Development of educational program:		
Participates in team-teaching activities..........		51.0%
Administrative tasks:		
Participates in planning and developing satellite centers within the school building.....	64.9%	54.3
Serves in satellite centers within the school building............	77.8	71.9

Supervises practicing librarians from teacher education and graduate library schools.....	56.9 %	
Plans cooperatively with public librarian for joint library activities..		51.0%
Instructional tasks:		
Evaluates students' library skills and performance and informs teachers of results..........		50.5
Guides in organizing and presenting written and oral book reports........		54.3
Listens to oral book reports.............		68.4
Evaluates students' special library projects............		55.2
Helps students learn to interpret figures and numerical relationships.......		54.9
Develops and directs individual reading guidance programs...		50.8
Guides and directs small reading groups..............		62.9
Conducts activities for sharing reading.		68.8
Special services to faculty and students:		
Abstracts printed materials..........	64.4	67.3
Maintains file of teacher and student evaluations of films and other audio-visual material previously used........		53.2
Plans, organizes, and supervises book fairs...............	56.9	66.4
Participates in book fair activities.....	54.8	62.9
Plans and presents assembly programs...	59.8	80.2
Organizes and conducts special activities for interest groups.............		53.6
Organizes and advises library or book club................	55.6	
Organizes and leads literary and book discussions.........		70.1
Plans and conducts picture book hours..		96.0 %
Plans and conducts story hours.........		95.2
Supervises noon leisure-time activities..........	64.4%	72.5
Reads aloud to children...........		92.1
Arranges for and conducts class visits to public and other libraries..........		75.6
Prepares forms or cards for teachers to give advance notice on library assignments.........	54.0	
Monitors use of electronic teaching equipment...........	77.0	67.9
Makes studies of students' reading habits and interests...........		50.8
Assists with vacation reading program.....		64.8
Keeps a record of each student, including such information as progress, reading record, interests, needs, and abilities..........	69.5	78.5
Participates in or conducts guidance conferences with teachers and/or parents regarding individual students.		59.3
Gives book talks and reviews at faculty meetings...........	65.3	80.9
Maintains cumulative records of work with teachers, including individual conferences, class visits to the library, and visits by the librarian to the classroom..........	56.1	58.7
Selection tasks:		
Conducts in-service workshops and training for teachers in evaluation and selection of materials........		53.6
Enlists faculty in formulating a written selection policy for materials..........	57.3	56.5

Production tasks:		
Performs routine shop activities	69.5 %	71.2 %
Microfilms materials	91.2	87.9
Handcrafts dolls, puppets, dioramas, and instructional models	54.8	80.2
Directs school-operated radio station	97.9	91.4
Directs school-operated TV station	91.6	85.7
Assists in production of radio programs	92.5	87.3
Assists in production of TV programs	84.1	74.5
Processes and prints photographs	61.1	61.1
Supervises school film production	78.7	71.0
Prepares materials for dial-access and computer equipment	87.0	83.7
Preparation tasks:		
Inserts current issues of periodicals in plastic covers	55.6	
Puts current newspaper on rods	69.0	
Organizational tasks:		
Compiles and revises book catalogs of print and nonprint materials		54.3
Circulation tasks:		
Pre-stamps date-due cards	60.3	57.4
Maintenance tasks:		
Binds copies of old periodicals	79.1	72.3
Clerical and secretarial tasks:		
Assists in sale of paperback books	85.8	72.3
Issues student library cards	87.9	69.7
Takes attendance in library	67.4	

Wide differences are shown between participating elementary and secondary schools for educational program development and administrative tasks such as team-teaching and planning joint activities with the public librarian. For example, 51.0 percent of the respondents in secondary schools reported no staff participation in team-teaching activities; however, they participated in this type of teaching program in one-half or more of the elementary schools. Again, no planning with the public librarian for joint activities was undertaken in 51.0 percent of the secondary schools, but this task was performed in at least 50 percent of the elementary schools.

Wide differences are also shown between the two school levels for all of the instructional tasks listed. None of the tasks listed were performed in one-half to more than two-thirds of the secondary schools in the survey; however, all of them were performed in at least one-half of the participating elementary schools.

Many of the tasks involving special services to faculty and students also reflected major differences between elementary and secondary schools. The greatest differences were for tasks typically performed to a greater extent in the elementary than secondary schools. For example, neither respondents nor their staff members conducted picture book hours in 96.0 percent of the 455 secondary schools in the survey; no one conducted story hours in 95.2 percent; and no one read aloud to children in 92.1 percent. Neither literary nor book discussions were conducted in 70.1 percent of the participating secondary schools; no studies were made of students' reading habits and interests in 50.8 percent of those schools. But all of these tasks were performed in at least one-half of the elementary schools.

Two tasks related to special services to faculty and students were not performed in 50 percent or more of the elementary schools, but were performed in at least 50 percent of the secondary schools. Library or book clubs were neither organized nor advised in 55.6 percent of the elementary schools. Forms or cards for teachers to give advance notice on assignments to be completed in the library media center were not used in 54.0 percent of the elementary schools.

Of the four administrative tasks not performed, two were related to the development of, and service in, satellite centers within the school building. No staff personnel were involved in the development of such centers in 64.9 percent of the elementary schools and in 54.3 percent of the secondary schools. No staff personnel served in satellite centers in approximately three-fourths of the elementary and secondary schools--77.8 percent and 71.9 percent, respectively.

Differences between elementary and secondary schools in the performance of tasks involving materials and equipment were found in selection, production, preparation, and organizational tasks. Workshops and training for teachers in evaluation and selection of materials were not conducted in/for 53.6 percent of secondary schools, but were conducted in/for at least one-half of the elementary schools.

The greatest difference in production of materials and equipment was reported for handcrafting dolls, puppets, dioramas, and instructional models. This task was not performed in 54.8 percent of the elementary schools and in 80.2 percent of the secondary schools. High percentages of schools on both levels reported no production of materials by a microfilming process, and no performance of tasks related to the use of radio and television, and dial-access and computer equipment.

The two preparation tasks listed as not performed in over one-half of the elementary schools were placing current issues of periodicals in plastic covers in 55.6 percent of the schools in the survey, and placing newspapers on rods in 69.0 percent. Both tasks were performed in more than one-half of the secondary schools.

Only one organizational task was reported as not performed in 50 percent or more of the secondary schools but performed in more than one-half of the elementary schools: compiling and revising book catalogs of print and nonprint materials in 54.3 percent of the schools.

Other Tasks Performed

Respondents were requested to list tasks not included in the Task Analysis Survey Instrument, but performed by a member of the staff of the library media center. Eighty schools (11.5 percent of the total) reported additional tasks. These tasks are listed below by staff position; the numbers are the number of schools in which each task is performed:

Head of Center:

Professional tasks (demonstrations, book awards, book review meetings)..	14
Extra tasks (bus, hall, lunchroom)....	13
Textbooks............................	12
Enrichment activities................	9
Housekeeping.........................	3

Assistant Librarian:

Extra tasks..........................	10
Textbooks............................	8
Enrichment activities................	7
Professional tasks...................	5
Housekeeping.........................	1

Audiovisual Specialist:

Professional tasks...................	4
Enrichment activities................	1

Clerk/Aide:

Textbooks............................	13
Housekeeping.........................	4
Extra tasks..........................	3
Professional tasks...................	3
Enrichment activities................	2

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APPENDIX: Tasks Performed Only by Personnel in Particular Paid Staff Positions

Listed below are the tasks performed only by personnel in particular paid staff positions in one-half or more of the schools in the survey. For example, heads of library media centers performed the administrative task, "schedules use of facilities," in one-half or more of the participating elementary schools; no other staff person performed this task. These data, compiled by computer, further emphasize the tasks considered as major responsibilities of personnel in particular staff positions.

Only heads of library media centers and technicians were shown as performing tasks not performed by other personnel in one-half or more of the elementary schools in which they served. Heads of library media centers performed numerous tasks, particularly in the duty categories of development of educational program, administration, instruction, selection of materials and equipment, and special services to faculty and students; in contrast, technicians performed only two production tasks not performed by any other staff person in one-half or more of the elementary schools.

Heads of library media centers, audiovisual specialists, and clerks or aides were shown as performing tasks not performed by other personnel in one-half or more of the participating secondary schools in which they served. Personnel in these staff positions performed few tasks not performed by personnel in any other staff position. Both heads of centers and audiovisual specialists performed two tasks; clerks or aides performed the largest number--six.

ELEMENTARY-SCHOOL LIBRARY MEDIA CENTERS

Heads of library media centers

Development of educational program

- Assists individual teachers in curriculum planning
- Plans cooperatively with faculty members to coordinate materials and library activities with curriculum programs, units, and textbooks
- Observes classroom work to coordinate library activities with school instructional programs
- Plans and discusses library-involved topics, units, and activities with teachers
- Works with teachers to design innovations in instruction

Administrative tasks

- Plans arrangement of library space and furniture
- Schedules use of facilities
- Prepares library staff work schedules
- Assigns duties to library staff
- Supervises work of the professional library staff
- Develops necessary forms for operation of the library
- Submits reports to administration
- Determines rules for the conduct of students in the library
- Assumes responsibility for decisions concerning disciplinary actions
- Informs library staff of planned activities and requests
- Attends and participates in meetings of professional organizations

Instructional tasks

- Orients students to the library
- Reviews library rules and procedures
- Plans sequential program of library instruction
- Gives incidental instruction in note-taking and outlining in connection with library work
- Gives incidental instruction in library skills
- Gives instruction in the use of materials
- Gives instruction in basic reference techniques
- Gives instruction in specialized reference books and other materials before class research project is begun
- Prepares exams in library skills
- Evaluates students' library skills and performance and informs teachers of results
- Assists with independent study
- Guides reference and research work of small and large groups

Selection of materials and equipment

- Evaluates existing collections to determine needs
- Enlists faculty participation and recommendations in evaluating and selecting materials
- Reads books, magazines, professional journals, catalogs, and review sources for background information in selection of materials and equipment
- Evaluates and selects print materials
- Scans local publications and periodicals for resource materials and information

Acquisition of materials and equipment

- Acknowledges gifts and exchanges

Organization of materials and equipment

- Verifies preliminary filing of catalog and shelf list cards to complete filing
- Plans for reorganization and relocation of materials collections

Circulation of materials and equipment

- Establishes policies and procedures for circulation of materials

Special services to faculty and students

- Answers ready-reference questions
- Performs general reference services
- Initiates projects and activities relating to the library and its resources
- Introduces materials of special interest to class groups
- Suggests related materials, ideas, and resource people for classroom units
- Plans and conducts picture book hours
- Plans and conducts story hours
- Plans and directs special observances of book and library weeks, holidays, etc.
- Assists in and provides materials for extracurricular activities

- Develops with teachers a plan for pupils to follow in completing assignments
- Establishes with teachers procedures for mass assignments involving the use of the library
- Conducts class visits to the library
- Maintains schedules of class activities in library
- Orients faculty to the library program, materials, and services
- Informs teachers of new library services, materials, and equipment
- Promotes use of professional library
- Reads and reviews professional materials
- Introduces teachers to bibliographic tools in subject disciplines
- Assists teachers in locating bibliographic data

Technicians

Production of materials

- Duplicates tape recordings
- Maintains, repairs, and makes minor adjustments to audiovisual equipment

SECONDARY-SCHOOL LIBRARY MEDIA CENTERS

Heads of library media centers

Administrative tasks

- Assigns duties to library staff
- Submits reports to administration

Audiovisual specialists

Administrative tasks

- Trains student audiovisual aides

Maintenance tasks

- Maintains cumulative records of condition of and maintenance work on equipment

Clerks or aides

Preparation of materials and equipment

- Types cards, pockets, and labels for materials

Maintenance of materials and equipment

- Maintains bindery records

Clerical and secretarial tasks

- Handles clerical and secretarial aspects of correspondence
- Types notices, requisitions, bulletins, bibliographies, letters, stencils, orders, etc.
- Files orders and invoices
- Prepares adding machine tape to verify total costs of purchases

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